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ABSTRACT

A survey of superintendents of residential schools for the deaf in the United States sought to evaluate perceptions of appropriate goals and planning procedures for effective inservice programs for dormitory counselors. Among other findings, superintendents placed a high value on the use of inservice education to help counselors learn techniques for teaching social and career adjustment skills; they placed a relatively low value on the use of such programs for helping counselors qualify for or upgrade certification, improve their understanding of common disabilities, learn techniques for teaching self-care skills, or plan and supervise recreational activities. Recommendations, based on survey findings and a review of the literature, included, among others, (1) that well-planned, well-integrated inservice education programs should be provided for dormitory counselors; (2) that appropriate paraprofessional salaries and opportunities for career growth should be provided; and (3) that superintendents should recognize and begin to tap the potential of dormitory counselors for contributing to the education and development of deaf students, particularly in the area of speech and language development. (JW)

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CHARACTERISTICS OF AN EFFECTIVE PROGRAM OF INSERVICE EDUCATION FOR DORMITORY COUNSELORS IN RESIDENTIAL SCHOOLS FOR THE DEAF:

A SURVEY OF SUPERINTENDENTS' PERCEPTIONS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Angela Crowe Fryer
June 1982

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I am submitting herewith a dissertation written by Angela Crowe Fryer entitled "Characteristics of an Effective Program of Inservice Education for Dormitory Counselors in Residential Schools for the Deaf: A Survey of Superintendents' Perceptions." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.

John T. Lovell

John T. Lovell, Major Professor

We have read this dissertation
and recommend its acceptance:

Robert C Maddox

Accepted for the Council

Vice Chancellor
Graduate Studies and Research

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Last and most importantly, the writer wishes to thank her generous and patient husband of 25 years, Marvis, without whose understanding and support this study could never have been completed. This dissertation is lovingly dedicated to him.

ABSTRACT

The purpose of this study was to facilitate the formulation of recommendations for the development of effective programs of inservice for dormitory counselors in residential schools for the deaf. This study, by providing data on the perceptions of the superintendents of the residential schools for the deaf in the United States, closed a major gap in the existing data base relative to the characteristics thought to be necessary to an effective inservice program for dormitory counselors.

All of the 58 superintendents of residential schools for the deaf in the United States were surveyed with a questionnaire designed to determine their perceptions of the values of 63 proposed components of an inservice program for counselors. These components were selected from those found in a survey of 192 pieces of literature on the administration of dormitory programs in residential schools for the deaf, the inservice education of professionals in education, and the preservice and inservice education of paraprofessionals in education.

An analysis of the responses of 81% of those surveyed produced the following major findings:

1. The superintendents greatly valued the utilization of counselor input in the planning of inservice programs for counselors.

2. The superintendents did not view helping counselors to qualify for certification or to upgrade an existing certification as important goals for a counselor inservice program.

3. The superintendents placed a relatively low value on using inservice programs to help counselors to learn techniques for teaching

self-care skills, to gain an understanding of common disabilities, or to learn techniques for planning and supervising recreational activities and teaching recreational skills.

4. The superintendents placed a moderate value on using inservice programs to help counselors to learn communications skills or techniques for teaching them and on the use of a variety of techniques for presenting inservice opportunities and utilizing a wide range of viewpoints in planning inservice programs for counselors.

5. The superintendents placed a moderately high value on using inservice programs to help counselors to understand and apply child development and behavior theories.

6. The superintendents placed a very high value on using inservice programs to help counselors to learn techniques for teaching social and career adjustment skills.

7. The superintendents were considerably lacking in agreement as to the value of a number of proposed inservice goals and planning procedures.

8. The superintendents' past experiences in education were poor predictors of the inservice goals and planning procedures which they would value.

TABLE OF CONTENTS

CHAPTER PAGE

I. FORMULATION AND DEFINITION OF THE PROBLEM 1
- Introduction 1
- Statement of the Problem 3
- The Purpose of the Study 4
- Questions Answered 5
- Importance of the Study 6
- Assumptions 7
- Limitations 7
- Definition of Terms 8
- Procedures 10
- Organization of the Study 14

II. REVIEW OF LITERATURE 15
- Introduction 15
- The Inservice Education of Professionals in Education 16
- The Preservice and Inservice Education of Paraprofessionals in Education 20
- The Duties of Dormitory Counselors 31
- The Criteria for the Selection of Dormitory Counselors 40
- The Preservice Education of Dormitory Counselors 43
- The Inservice Education of Dormitory Counselors 47

CHAPTER PAGE

II. (Continued)

The Certification of Dormitory Counselors 56

III. PRESENTATION OF DATA AND FINDINGS 60

Introduction 60

Research Questions One and Two 61

Research Question Three 94

Research Question Four 100

IV. SUMMARY OF THE FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS 110

Introduction 110

Summary of the Findings 110

Major Conclusions 114

Discussion of Conclusions 117

Recommendations 119

LIST OF REFERENCES 121

APPENDIX 129

VITA 134

LIST OF TABLES

TABLE PAGE

I. Item Categories and the Items in Each on the Questionnaire "Characteristics of An Effective Program of Inservice Education for Dormitory Personnel in Residential Schools for the Deaf" 62

II. Ranked Mean Values Assigned to the Proposed Inservice Program Components by the Superintendents of Residential Schools for the Deaf, 1982 64

III. Ranked Mean Values Assigned to the Inservice Planning Components by the Superintendents of Residential Schools for the Deaf, 1982 67

IV. Ranked Mean Values Assigned to the Items by Categories by the Superintendents of Residential Schools for the Deaf, 1982 69

V. A Comparison of Mean Values Assigned to Disabilities Information Items by Superintendents of All Schools for the Deaf versus Those of Dual Schools, 1982 . . . 87

VI. Variances Among the Values Assigned to the Proposed Inservice Program Components by Superintendents of Residential Schools for the Deaf, 1982 95

VII. Variances Among the Values Assigned to the Item Categories by Superintendents of Residential Schools for the Deaf, 1982 99

TABLE PAGE

VIII. Inservice Components Which Were Positively Correlated with Superintendents' Years of Experience in the Education of the Hearing Impaired, 1982 101

IX. Items Which Were Positively Correlated with Respondents' Years of Experience as Superintendent of a Residential School for the Deaf, 1982 103

X. Item Categories Containing Item Preferences Which Are Positively Correlated with Superintendents' Years of Experience in the Education of the Deaf, 1982 . 105

XI. Item Categories Containing Inservice Goal Preferences Positively Correlated with Respondents' Years of Experience as a Superintendent, 1982 107

XII. Prediction Models for Superintendents' Valuations of the Item Categories Based on Years and Areas of Experience, 1982 133

CHAPTER I

FORMULATION AND DEFINITION OF THE PROBLEM

I. Introduction

One of the most unique and perplexing problems of the residential school administrator is the development and continuation of a suitable program for dormitory supervision. Unlike the public school administrator who relinquishes his or her student charges to the supervision of their parents at the end of each school day, the residential school administrator must plan for and oversee the supervision, safety, health, recreation, and ethical and social development of the school's students around the clock. This responsibility, which amounts to accepting the role of a surrogate parent to a large number of youngsters (Butler, 1958), often weighs heavily upon the administrator (Hurd, 1924).

When the young charges of the residential school administrator are also deaf, the task of providing a suitable dormitory program becomes doubly difficult. Added to the physical separation which impedes the parents in their efforts to guide and teach their deaf children is the barrier to communication which the children's hearing impairments pose. Nine deaf children out of ten have hearing parents (Altshuler, 1974), most of whom have had no prior experience in communicating with the deaf. Happily, there is a growing national awareness of the psychological and social damage which can result from a lack of early communication between deaf children and their parents (Bodner & Johns, 1977). This awareness, coupled with much earlier diagnoses of hearing impairment than were previously made, a wider acceptance of sign language combined with speech (known as "total communication"), and a wider availability of sign language classes than previously existed, recently has led many hearing parents of the deaf to learn total communications and to use it with their deaf children from infancy (Vernon, 1972). Nevertheless, when the majority of deaf children of hearing parents enter a residential school, their parents have been able to establish with them only a very rudimentary communication system, normally consisting of gestures originated within the family and some use of the manual alphabet. These parents typically find it very difficult to make a substantial direct contribution to their children's education and are heavily dependent upon the school for the deaf to assume most aspects of the parental role. These aspects of parenting include giving the child the necessary daily sense of security and acceptance to promote healthy emotional development, teaching manners, imparting ethical values, and teaching the child to exercise self-control, accept responsibility, and interact effectively with others.

One superintendent of a state residential school for the deaf once noted that public schools with a 5.5-hour day and a 180-day academic year have 990 hours a year in which to train their students, while residential schools "have the child in a waking state for 2,520 hours per year or 32,700 hours during his school life," assuming 13 years of schooling (Bellafleur, 1974, p. 31). Of these waking hours, 1,530 hours of the deaf residential student's potential, after-class learning time will be spent under the supervision of a dormitory counselor whose only preparation for working with deaf students generally has been whatever inservice education the school for the deaf may offer (Hurd, 1924). Thus the quality of the after-class activities which fill millions of hours for thousands of deaf students depends primarily upon the quality of inservice programs for dormitory counselors at residential schools for the deaf.

II. Statement of the Problem

Prior to this study, two major studies which had been done concerning the provision of inservice education for dormitory counselors in residential schools for the deaf had both cited the need for strong administrative support as a major component of such programs. In one of these studies, the author wrote, "A serious and concerted push from administrators would undoubtedly be an obvious need" (Lane, 1972, p. 7). In the final report of his study, he added, "In most schools the superintendent is the key man" (Lane, 1973, p. 8). The author of the other study found that it was vital to have the support of the administrators behind the proposed educational program for after-class staff (Naiman, 1974).

In spite of these widely supported contentions, no study had been made of the perceptions of the chief administrators, i.e. superintendents, of residential schools for the deaf concerning the characteristics of an effective inservice program for dormitory counselors. Without such a data base, it was difficult for those who were interested in developing plans and materials for such programs to know what types of programs were most likely to enlist the very important support of this administrative group.

III. The Purpose of the Study

The purpose of the study was to facilitate the formulation of recommendations for the development of effective programs of inservice education for dormitory counselors in residential schools for the deaf. Lane (1973) had explored the perceptions of dormitory counselors concerning some of the essential characteristics of an effective inservice program, and Craig (1969) had explored the perceptions of superintendents concerning appropriate counselor duties. The present study, by surveying the perceptions of all 58 of the superintendents of residential schools for the deaf in the United States, closed a major gap in the data which previously existed relative to the characteristics which are felt to be necessary to an effective inservice program and made possible the development of recommendations concerning the planning procedures and goals best suited for such programs.

The data collected from the superintendents of each of the residential programs for the deaf in the United States were used to:

1. identify those characteristics cited in the literature which the superintendents considered to be essential to an effective inservice program;
2. identify areas of agreement and disagreement among the superintendents; and
3. make recommendations for the development of planning procedures and goals for inservice programs which will be acceptable to both the dormitory counselors for whom they are intended and the administrators who lead and direct the programs.

IV. Questions Answered

1. To what extent did the superintendents perceive the following goals for counselor development to be essential to an effective inservice program: counselor acquisition of (a) techniques for teaching self-care skills, (b) communication skills or techniques for teaching them, (c) an understanding of child development and behavior theories, (d) techniques for teaching social and career adjustment skills, (e) an understanding of parental concerns, (f) an understanding of different types of disabilities, (g) techniques for planning recreational activities and teaching recreational skills, and (h) an understanding of school policies, procedures and functions?

2. To what extent did the superintendents perceive the following components of program planning to be essential to an effective inservice program: (a) planning for the use of a variety of different types of presentations, (b) providing for input by the superintendent, (c) providing for input by the dormitory counselors, (d) providing for input by the students, and (e) providing for input by teachers?

3. To what extent did the superintendents surveyed in this study agree concerning the goals and planning procedures which are essential to an effective inservice program?

4. To what extent did length of time served and area of service in education of superintendents correlate with their perceptions concerning the essential characteristics of inservice programs?

5. What recommendations should be made on the basis of this study to improve the content of and the procedures for planning effective inservice programs for dormitory counselors at residential schools for the deaf?

V. Importance of the Study

Since the students in residential schools spend more hours with their dormitory counselors than with their teachers, it has been frequently observed in the literature that dormitory counselors are an important component of the educational program offered at such schools. They are, however, also widely conceded to be a poorly prepared group for their roles as educators. Of the 1,964 counselors studied by Lane (1972), for example, 11% had less than a high school education, and 56% had only a high school diploma. Those counselors who had any post-secondary training were concentrated in only a few of the 58 schools surveyed. Thus the extent to which most dormitory counselors at residential schools for the deaf can aid in the education of the schools' students is dependent upon the quality of the inservice programs offered.

Lane's study had shown what selected samples of these dormitory counselors believed to be essential characteristics of an effective inservice program. No study had been done to determine what the chief administrators who hire and direct these counselors and who possess the authority to finance, plan, and implement inservice programs for them believed to be essential characteristics of an effective inservice program. This study provided needed data concerning what this more powerful and perhaps more broadly educated group valued in an inservice program for dormitory counselors.

VI. Assumptions

This research study was predicated on the following assumptions:

1. the literature provided an adequate data base for the development of a valid and reliable questionnaire concerning the essential characteristics of an effective inservice program for dormitory counselors in residential schools for the deaf;

2. the values held by superintendents of residential schools for the deaf constituted important data which could be used to improve the content and the planning procedures of inservice programs for dormitory counselors in residential schools for the deaf; and

3. these values could be determined by use of a survey instrument and analysis of the responses which it elicited.

VII. Limitations

1. The survey population of the study was limited to the chief administrators of the residential schools for the deaf in the United States.

2. The survey instrument's scope was limited to the findings and perceptions reported in the literature.

3. The researcher's knowledge of the nature of the dormitory counselor staffs and programs at the schools administered by the survey participants was largely limited to the information provided by the questionnaires and by the literature.

VIII. Definition of Terms

The following terms were used in this study in the manner defined below and were defined in a manner which is consistent with the practices of professional journals and other such works in the fields to which the terms pertain:

After-class program. The program of planned activities which the residential school offered to its students after school and on week-ends.

After-class staff. Staff members employed by a residential school to supervise and care for students when they are not in the classroom.

Day school for the deaf. A school which offers classes exclusively for hearing-impaired students and which has no dormitory facilities.

Deaf. The Ad Hoc Committee to Define Deaf and Hard of Hearing, which was established by the Conference of Executives of American Schools for the Deaf (CEASD), arrived at the following definition: "A deaf person is one whose hearing disability precludes successful processing of linguistic information through audition, with or without a hearing aid" ("Report of the Ad Hoc Committee to Define Deaf and Hard of Hearing," 1975, p. 509).

Dormitory counselors. See "After-class staff."

Dormitory counselor program. The sum total of the activities involved in the orientation, inservice education, supervision, and evaluation of counselors.

Dormitory program. The sum total of the activities involved in the operation, or administration, of the dormitories.

Dual schools. Schools which accept both deaf and blind students.

Fingerspelling. The use of hand and finger shapes to represent letters of the alphabet in spelling words.

Hard of hearing. CEASD's Ad Hoc Committee to Define Deaf and Hard of Hearing arrived at the following definition: "A hard of hearing person is one who, generally with the use of a hearing aid, has residual hearing sufficient to enable successful processing of linguistic information through audition" ("Report of the Ad Hoc Committee to Define Deaf and Hard of Hearing," 1975, p. 509).

Hearing impaired. CEASD's Ad Hoc Committee to Define Deaf and Hard of Hearing arrived at the following definition: "A generic term indicating a hearing disability which may range in severity from mild to profound: it includes the subsets of deaf and hard of hearing" ("Report of the Ad Hoc Committee to Define Deaf and Hard of Hearing," 1975, p. 509).

Home supervisor. See "After-class staff."

House parents. See "After-class staff."

House mother. See "After-class staff."

Inservice education. "Any planned program of learning opportunities" which an organization provides for its staff members in order to improve their performance in their assigned positions (Harris, 1980, p. 21).

Manual communications. The use of symbolic hand shapes and movements as a means of communicating ideas, especially the use of standardized signs employed by the deaf.

Paraprofessional. An employee who delivers direct services to student/residents and/or their parents under the supervision of a professional who is responsible for the design and delivery of the services (Pickett, 1977).

Residential school for the deaf. A school which provides a residential educational program exclusively for deaf students or for a combination of deaf and blind students. (Such schools normally have some "day"students who live at home while attending school.)

Superintendent. The name traditionally applied to the chief administrator of a residential school for the deaf.

Supervisor. Formerly used to describe all types of after-class staff, this term is now generally used to describe those who supervise either teachers or dormitory counselors.

Total communications. The use of facial expressions, body language, gestures, sign language, fingerspelling, speechreading, and speech or any part or combination of these to communicate, especially to communicate with a deaf person.

IX. Procedures

This descriptive-correlational study utilized a mailed questionnaire for data gathering. Since no standardized instruments were available for eliciting the information needed, the investigator developed a questionnaire to obtain the desired data. This questionnaire was entitled "Characteristics of an Effective Program of Inservice Education for Dormitory Personnel in Residential Schools for the Deaf." The items developed for it were based on criteria for dormitory counselor inservice education suggested by the literature in the theories, research findings, and successful practices for inservice programs for both professionals and paraprofessionals in the field of education. It contained 66 items, and the items were of three types. While the types of items were grouped together, their placement was otherwise randomized on the questionnaire.

One group of three items posed questions about the number of years of experience of the respondents in (1) the education of the hearing impaired, (2) educational programs not specifically serving the handicapped, and (3) the position of superintendent of a residential school for the hearing impaired.

A second group of 58 items asked the respondents to circle a number from one to ten on a pseudo-Likert scale in order to express their perceptions of the importance of five proposed procedures for the planning of such an inservice program and 53 proposed goals for such a program. These 58 items were grouped into nine item categories: (1) items pertaining to counselor acquisition of techniques for teaching self-care skills, (2) items related to counselor acquisition of communication skills or techniques for teaching them, (3) items concerning counselor acquisition of an understanding of child development and behavior theories, (4) items related to counselor acquisition of techniques for teaching social and career adjustment skills, (5) items concerning counselor acquisition of an understanding of parental concerns, (6) items related to counselor acquisition of an understanding of different types of disabilities, (7) items concerning counselor acquisition of techniques for planning recreational activities and teaching recreational skills, (8) items concerning counselor acquisition of an understanding of school policies, procedures, and functions, and (9) items related to planning procedures for the development of inservice programs.

The content validity of the instrument was evaluated on the basis of the criteria set forth in the literature and by a field testing of the questionnaire. Subjects for this test constituted a panel of educators of the deaf with administrative experience in residential schools for the deaf. Members of this panel were asked to evaluate the instrument on the basis of its clarity and appropriateness. Two-thirds of the group endorsed the questionnaire in its original form. The remainder offered suggestions for slight modifications in formating and in word choices. These modifications were subsequently made.

The respondents themselves, when asked to rate the value of each proposed inservice component on a scale of one to ten, gave 61 out of 63 (97%) of the components, i.e. items, a mean value of five or more. A value of eight, nine, or ten was assigned to 36% of the items, and a value of seven to another 30%. These figures indicate that the respondents, who were all experienced superintendents of residential schools for the deaf, believed that the items which had been constructed for the questionnaire were significant ones. Thus it was found that the questionnaire had validity.

Another panel of professionals in the education of the hearing impaired participated in a field test of the questionnaire's reliability. The size of this group equalled 10% of the size of the survey population for whom the questionnaire was intended. A test-retest administering of the questionnaire to this panel with a 14-day interval yielded the following reliability coefficients: a split-half of .869, a Spearman-Brown of .930, a Guttman Split-half of .930, and a Cronbach's alpha of .881 on the first half of the questionnaire and .914 on the second half. Cronbach's alpha is considered to be the most conservative of these reliability measures. It was, therefore, concluded that the questionnaire was a highly reliable one.

The questionnaire was mailed to the chief executives, commonly called "superintendents," of all 58 of the residential schools for the deaf in the United States as identified in the 1981 directory issue of American Annals of the Deaf. The first mailing ellicited a response rate of 66%. A second mailing brought the response rate to 81%. An analysis of the 11 nonrespondents in terms of their sex and educational backgrounds and the sizes and locations of their schools revealed no pattern which might account for their failure to participate in the study.

Frequencies, mean values assigned, and variances were computed for each of the pseudo-Likert items on the questionnaire and for each item category. The mean values and variances were then ranked and compared for each item and each item category. The Pearson correlation coefficient was computed for each of the three personal data variables in relation to each item and each item category in order to determine the extent to which a correlation existed between the respondents' experiences in education and their valuation of each item and category. Through multiple regression, an effort was made to construct a model which would fit the data.

For the purposes of this study, mean values of one to 3.9 have been designated "low," values of four to 4.9 as "moderately low," values of five to 6.9 as "moderate," values of seven to 8.9 as "moderately high," and values of nine to ten as "high."

X. Organization of the Study

The study is divided into four chapters as follows:

Chapter I contains the introduction, statement of the problem, purposes of the study, assumptions, limitations, definition of terms, procedures, and organization of the study.

Chapter II contains a review of the literature concerning the preservice and inservice education of professional and paraprofessional personnel in general and of dormitory counselors in particular, as well as literature concerning counselor programs in residential schools for the deaf.

Chapter III reports the data collected by means of the questionnaire mailed to the administrators of residential schools for the deaf in the United States and contains an analysis and interpretation of the data collected.

Chapter IV contains a summary of the findings, conclusions based on those findings, and recommendations based on the conclusions.

CHAPTER II

REVIEW OF LITERATURE

I. Introduction

A review of relevant literature was made to provide a data base for the development of the instrument and research design used in this study. This review involved the reading and abstracting of more than 100 pieces of literature on the administration of dormitory programs in residential schools for the deaf, 67 pieces of literature on the inservice education of professionals in education, and 25 pieces of literature on the preservice and inservice education of paraprofessionals in education. The literature spans the entire 165-year history of the education of the deaf in the United States, from 1817 to 1982.

Findings from the review of literature are presented below in sections two through eight. The second and third sections, "The Inservice Education of Professionals in Education" and "The Preservice and Inservice Education of Paraprofessionals in Education," are designed to provide background information to aid in assessing the scope and effectiveness of the preservice and inservice programs available to dormitory counselors employed at residential schools for the deaf. Section four, "The Duties of Dormitory Counselors" reviews what has been written about the duties which dormitory counselors have performed or ideally should perform in residential schools for the deaf. The fifth section, "The Criteria for the Selection of Dormitory Counselors" examines organizational expectations concerning the preservice education and duties of dormitory counselors. Sections six and seven, "The Preservice Education of Dormitory Counselors" and "The Inservice Education of Dormitory Counselors," examines research and practices in these two areas of counselor education. Section eight, "The Certification of Dormitory Counselors," reviews CEASD's efforts to improve counselor education by providing a set of national standards.

II. The Inservice Education of Professionals in Education

Early programs of inservice education for educational professionals were developed primarily as a means of compensating for inadequate preservice preparation and/or job-related changes (Harris, 1980). Most of them appear to have offered unindividualized training sessions designed by administrators to remediate what they perceived as the inadequacies of their staff members (Edelfelt & Lawrence, 1975).

In the 1940s the literature emphasized methods of providing inservice education (Barr, Burton, & Brueckner, 1938). The end of the decade brought an increased interest in the application of the theories and techniques of group process to inservice education (Berman, 1953). As early as 1949, the National Education Association (NEA) was warning the profession that the emphasis on the general development of human potential found in group process theories must be channeled toward making teachers more effective in their work if such theories were to prove beneficial to inservice education.

Edmond, Ogletree, and Wear (1963) supported the NEA's emphasis on the need to develop inservice programs whose form and content are carefully designed to help participants to attain specific goals for professional growth. They also became pioneers in stressing the need for continuous, unified inservice programs as opposed to random and fragmented efforts, a need later supported by Edelfelt and Lawrence (1975) as well.

During the 1970s participation in workshops and summer and extension courses became a commonly accepted means for teachers to further their professional development. Stephens and Hartman (1978) and Edelfelt (1974) reported that most programs of inservice education for teachers were planned and conducted at the district level, using the workshop format. They also reported a growing teacher dissatisfaction with university-controlled opportunities for inservice education, which they described as impractical and lacking in teacher involvement at the planning level.

A national survey by the NEA, published in 1976, identified a significant gap between what teachers felt they needed to gain from inservice opportunities and what their employing organizations actually offered. Lawrence (1974) found that teachers most often used ideas presented by their inservice programs when the ideas were practical, specific, and presented in a format which actively engaged the teachers as participants. Edelfelt and Lawrence (1975) found that, for most of the nation's teachers, inservice offerings still consisted of training sessions aimed at remediating deficiencies in knowledge of the subject matter taught. Meanwhile many of the nation's teachers were demanding adequate financial support for inservice programs, as well as teacher participation in the development of their formats and contents (Ryor, Shanker, & Sandefur, 1979).

Near the end of the 1970s, Howey and Joyce (1978) attempted to identify the types of inservice educational opportunities offered and the problems involved in closing the gap between the organizations' offerings and teachers' expectations and needs. They developed a classification system which grouped inservice opportunities on the basis of their direct relevance to the position currently held. The classes ranged from opportunities provided while the individual is actually performing the job to opportunities for general personal development which may or may not improve job performance. The problem areas identified by Howey and Joyce were (1) lack of a common organizational concept of the nature of an effective inservice education program, (2) organizational inability to overcome legal, political, and economic barriers to the development of an effective inservice program, (3) organizational inability to structure the organization and its activities and to coordinate with related organizations so as to permit the development of an effective inservice education program, and (4) failure of the recipients of inservice education to develop a receptive attitude toward the program.

Williams (1978) arrived at similar conclusions, citing a lack of proper funding and conflicting self-interests within educational organizations as the chief causes of the failure of inservice programs.

Joyce and Showers (1980) reviewed 200 studies of teacher education strategies. They identified the two purposes of inservice education as (1) increasing the ability to effectively use present teaching skills and (2) mastering new teaching skills. Four possible outcomes of an inservice model were identified and placed on a continuum which ranged from increased teacher awareness of the importance of a principle to the ability to effectively apply the principle in the classroom. The researchers also identified five possible components of an inservice model: (1) teachers hear a presentation of the principles, (2) watch a demonstration of it, (3) practice it, (4) receive feedback on their performance, and (5) receive coaching during application. They found that, for most teachers, at least the first three components must be presented in an inservice program before the principles presented will be mastered and applied in the classroom. Joyce and Showers concluded that the maximally effective model for achieving this outcome contains all five components.

Throughout the 1970s the narrow and inadequate concept of inservice education as a prescribed, remedial training program was expanded in the literature to the concept of inservice education as a planned and unified program of professional development opportunities permitting participant self-direction (Harris, 1980). The acceptance of this expanded concept was supported by two major studies. A Rand Corporation study (Berman & McLaughlin, 1978) concluded that educational change is best accomplished through involving participants in decision making, dealing with concrete and practical situations, and developing a collaborative approach to change. A study published by the Florida Department of Education (Lawrence, 1974) attempts to identify areas of agreement among the conclusions published by 97 unrelated research projects on inservice education. The study reported agreement on the following conclusions: (1) Programs of inservice education are more likely to be successful in achieving their goals when they are planned and conducted with participant help; provide opportunities for self-direction, program individualization, and group problem solving; and provide a format of demonstrations followed by participant trials and demonstrator feedback. (2) Participants are more apt to benefit from inservice programs which are part of a long-term staff development plan and which permit participants to develop their own goals and activities, rather than imposing preplanned ones. Although the research design for the Florida Department of Education's study has been justly questioned (Cruickshank, Lorish, & Thompson, 1979), its conclusions obviously largely coincide with those of the major writers who have helped to shape the current expanded concept of inservice education. This concept emphasizes a broadly based collaborative development and presentation of a unified program of professional development opportunities which are practical, often activity-based, and largely self-directed.

III. The Preservice and Inservice Education of Paraprofessionals in Education

The use of paraprofessionals in human services and in education in particular has grown rapidly during the past decade. One estimate places the number of paraprofessionals in the nation's public schools in 1977 at one and a half million (O'Brien, n.d.).

In 1970 the New Careers Development Center of New York University published a directory of colleges offering degrees to paraprofessionals in human services. Over 200 such programs were identified. A study of these programs reveals that (1) the paraprofessionals enrolled in them performed as well as or better than other college students; (2) the schools were making changes to accommodate the paraprofessional students; (3) most of the paraprofessional programs were relatively new and clustered on the east and west coasts; (4) the programs were part of a trend toward opening up the nation's colleges to the nontraditional student; (5) the programs with high paraprofessional enrollments tended to place them in already established courses and programs, to be able to transfer their credits to four-year institutions easily, and to offer little flexibility or innovation in admission requirements and program and course development, giving no credit for work experience; (6) the programs with small paraprofessional enrollments tended to develop new and innovative programs and courses, to give credit for work experience, to have more flexible admission standards, but to have more trouble transferring students' credits to four-year schools; (7) most programs of both types granted two-year associate degrees; and (8) those programs developed by existing departments were less innovative (Gartner & Johnson, 1970).

The same New York University study identified student-related, job-related, and program-related barriers to the successful preservice education of paraprofessionals. The student-related barriers were a lack of motivation, inadequate previous academic preparation, and financial problems. The job-related barriers were poor salaries and opportunities for advancement and a high rate of job turnover which offered students little incentive for completing the preservice programs. Program-related barriers were lack of funding, institutional support, transferability of credits, and publicity for the programs (Gartner & Johnson, 1970).

City University of New York, in 1974, did a study of the utilization of paraprofessionals in special education and concluded that while there was a widespread recognition of and support for the expanded utilization of paraprofessionals in special education and of the need for suitable educational programs, very few preservice and inservice programs for this group existed.

The following year, the same university sought to identify those preservice programs for paraprofessionals which specifically prepared them for working in educational programs for the handicapped. The survey identified 50 institutions of higher education. A study of 12 of them found that one-third prepared paraprofessionals for working with the hearing impaired, but most were preparing interpreters and/or teacher aides. Only one program specifically offered courses for dormitory counselors working with the deaf. None of the preservice programs for paraprofessionals working with the hearing impaired had an inservice component (Fafard, 1975).

In 1980 City University of New York again surveyed preservice programs for paraprofessionals working with the handicapped and identified approximately 200, an indication that the demand for paraprofessional preservice programs had grown significantly throughout the 70s. Most of the identified programs consisted of traditional courses, offered two-year associate degrees and some one-year certificates, seldom offered an inservice component, and offered few opportunities to specialize in working with the hearing impaired. These which did offer such opportunities were usually located near a residential school for the deaf and were, thus, able to offer practicum experiences and to accept as students paraprofessionals who were already working with the hearing impaired. The study noted that state models for the inservice education of paraprofessionals in special education normally established preservice and inservice educational requirements only for classroom personnel (Pickett & Humm, 1980). Arkansas, for example, required that paraprofessional teacher aides and the teachers with whom they work have 15 hours of joint preservice and inservice training during the first year of the paraprofessional's employment (Dean, 1977).

One notable preservice program identified by City University of New York's 1980 study was at Colorado Mountain College. It offered a general program for paraprofessionals working with the handicapped. This program was particularly innovative in its use of practica. During the first quarter, a practicum exposed new students to work with the handicapped and a related seminar offered them an opportunity to discuss and reflect on their practicum experiences in an effort to decide whether they wanted to continue preparing to work with the handicapped. During the second quarter, another course provided them with a general orientation to a wide variety of handicaps and was followed by three quarters of practicum in three different disability areas (Pickett & Humm, 1980).

As early as 1969 the Division of Training Programs of the Bureau of Education for the Handicapped (BEH) stressed the need for a strong practicum component in preservice education programs for those working with the handicapped. Special consideration for BEH grants to develop educational programs for paraprofessionals was given to those who wished to test innovative approaches, stress practica, and include an inservice component in their preservice programs. BEH implied a preference for programs which offered assistance to the providers of inservice, rather than those programs which directly provided inservice to paraprofessionals. BEH also favored an emphasis on task analysis, inservice program planning strategies, and assistance to planners in the location and use of resources, the evaluation of inservice outcomes, and the use of a problem-solving approach to inservice education (Minskoff, 1969).

In one innovative inservice program for paraprofessionals, reports of trained observers, self-observation through videotaping, and supervisor-paraprofessional conferences were used to improve the patterns of interaction between paraprofessionals and their young charges (Williams, 1975). In another program, the format combined lectures, discussions with rotating participant leadership, and writing assignments which participants shared with one another and helped one another to evaluate (Blanc, 1976).

An extensive inservice program for paraprofessionals in special education was developed by Indiana University and dubbed ASSIST. Different units were written for paraprofessionals working with different disabilities and a self-paced text covering a number of topics was developed for each disability. The text was to be used by inservice participants as a means of preparing themselves to attend an inservice session on each topic, where films would be viewed and small-group discussions held. Participants were given a glossary of general education and special education terms which were relevant to the text materials and sessions (Brantlinger, 1978).

A similar model program of inservice for paraprofessionals in special education was developed by Burlington (N.J.) Community College and entitled Project PEG. It also desseminated texts and glossary of terms, adding a list of print and nonprint resource materials for self-directed study. Each participant was helped to develop individualized programs for analyzing his or her own needs and for learning new skills with an emphasis on conferences with peers, self-analysis through videotapes, and on-the-job coaching in the application of newly learned skills (Burlington Community College, 1978). The project team eventually suggested that materials could and should be developed which could be used by both professionals and paraprofessionals in special education for both preservice and inservice education (Burlington Community College, 1979).

In order to provide support services for inservice programs for paraprofessionals in special education, the New Careers Training Laboratory of City University of New York established the National Resource Center for Paraprofessionals in Special Education. It also sponsored the compilation of a major bibliography of educational materials, resources, and programs for paraprofessionals in special education (Pickett & Humm, 1980).

One unique inservice program which deals more with the affective aspects of the helping professions is entitled Helping Skills: A Basic Program. Through the use of a leader's manual and a workbook for participants, it attempts to increase the motivation to help and the ability to communicate and to establish helping relationships. It is designed for the use of both professionals and paraprofessionals (Danish & Hauer, 1974).

The University of Texas is currently involved in a three-year project to develop a model for providing on-site inservice education for special education paraprofessionals in remote rural areas. Dubbed "Alternatives for Paraprofessional Training" (PAT), the project's inservice model offers a variety of competency-based units which it attempts to match with the assessed needs of school systems and individual paraprofessionals. Another component of the program offers teachers and supervisors help in the effective use of the services of paraprofessionals.

The PAT project is based on the following assumptions:

1. Paraprofessionals are a less homogeneous group than college-trained public school teachers with considerable variance in their previous educational levels, training, and experience. Therefore training must be tailored to the needs of individuals as well as the site or system in which they work.

2. Supervising teachers of paraprofessionals should be trained in effective communication with paraprofessionals, in knowledge and understanding of the paraprofessional's abilities and interests, and in observational and supervisory techniques.

3. Training must be highly motivating, meeting the interests and needs of participants. Traditional approaches of lecture and assigned readings are not compatible with the prior education and training of paraprofessionals. Therefore, a variety of other adult teaching strategies must be used.

4. Evaluation of training is essential in determining whether the participants' needs are being met as well as in determining the effectiveness of the training (Evans, 1980).

Similarly, the Division of Teacher Education and Certification of the New York State Education Department has set forth some assumptions concerning the use of paraprofessionals in education:

1. Their varied backgrounds enrich the learning environment of students.

2. Providing a career ladder for paraprofessionals will not only motivate their personal growth and job competence, but will also "foster career development for the total educational enterprise, with new leadership roles at various occupational levels and increased motivation for professional growth throughout the system" (Rauch, 1970, p. 5).

At least one study has been done concerning the potential effects of inservice education on the paraprofessional's work attitudes. Gross (1969) found that an inservice program can increase the level of positiveness in a paraprofessional's attitude toward him or herself, toward the role of the paraprofessional in the work of the organization, toward the organization itself, and toward students.

Many studies have cited the need to help professionals to develop greater skill in utilizing the assistance of paraprofessionals. Rauch (1970) suggests that paraprofessionals and their supervisors should participate in inservice sessions together. Evans (1980) and Moore (1974) hold that the effective utilization of paraprofessionals should be a part of the supervisor's own inservice program. Fafard (1975) advocates making it a part of professional preservice programs and developing a national means of disseminating ideas, materials, and research findings on the utilization of paraprofessionals in special education. She also urges the joint participation of professionals and paraprofessionals in inservice sessions.

O'Brien (n.d.) reported that New Hampshire's and Minnesota's paraprofessionals in education had established a statewide organization to provide general information on the role of the paraprofessional and support for staff development activities and the development of evaluation procedures. O'Brien recognizes the need for paraprofessionals to have input into the design of their own inservice programs and for those programs to meet the needs of people with widely varying levels of education. She advocates initial inservice programs developed by administrators and dealing with the school's philosophy and policies and the paraprofessional's role. After the paraprofessional gains a clearer concept of the role, he or she becomes the best judge of what goals, objectives, topics, and means of inservice best meet his or her needs. The NEA has taken a stand in favor of statewide organizations for paraprofessionals as a means of providing preservice and inservice programs and licensure, recruitment, classification, evaluation, and promotion procedures, as well as consulting services on the effective utilization of paraprofessionals.

The literature on the use of paraprofessionals in education shows that, after receiving the necessary preservice or inservice education, they have successfully assumed a wide variety of important and complex duties. They have been highly successful in screening students for hearing, speech and language problems and providing remediation under the supervision of professionals (Artes, 1969; Galloway & Blue, 1975; Gray & Barker, 1977; Hodgson, 1980; Pickett, 1977). They have also been very successful in counseling with and educating the parents of handicapped children (Brantlinger, 1978; Gotts, 1977; Soyka, 1979;

Wagner & Wagner, 1974), planning and supervising recreational activities for handicapped children (Pickett & Humm, 1980; Wagner & Wagner, 1974), applying principles of psychology (Wagner & Wagner, 1974), and applying the principles of early childhood education (Brantlinger, 1978; Gotts, 1977; Wagner & Wagner, 1974). Other skills which paraprofessionals in special education have mastered include applying the principles of child development, safeguarding and promoting the health and safety of their charges (Brantlinger, 1978; Pickett & Humm, 1980; Texas Department of Human Resources, 1977; Wagner & Wagner, 1974), and teaching consumer skills (Brantlinger, 1978), social skills, decision making skills (Blanc, 1976), and self-care skills (Brantlinger, 1978; Foxx & Arzin, 1973; Lent, n.d.). Paraprofessionals have also successfully provided general and career counseling (Banathy, 1974; Blanc, 1976; Brantlinger, 1978), used behavior modification and reinforcement techniques, and participated in program planning and evaluation, including the use of task analysis and the writing of behavioral objectives (Brantlinger, 1978). Of particular importance to professionals working with the deaf is the fact that paraprofessionals have repeatedly been proven effective in assisting professionals with language development activities (Artes, 1969; Brantlinger, 1978; Dean, 1977; Hodgson, 1980; Pickett, 1977).

Many components of inservice programs which are common in special and/or general education have been found to be successful in improving the skills of paraprofessionals. They have been shown to benefit from assistance in improving relations with their charges; cooperating with teachers; individualizing activities, understanding the legal rights of their charges and their parents; understanding the school's services, facilities, and policies; and understanding the special devices used by the handicapped (Brantlinger, 1978). Inservice programs also have succeeded in helping paraprofessionals to understand how their job fits into the structure and functions of the organization (Blanc, 1976; Brantlinger, 1978; Gross, 1969) and the nature of various handicapping conditions (Blanc, 1976; Brantlinger, 1978), as well as helping them to develop more positive self-images and job attitudes (Blanc, 1976; Gross, 1969) and improving verbal and written communication skills (Blanc, 1976).

In summary, the value of utilizing paraprofessionals in both general and special education has been widely recognized, and their utilization has grown significantly in recent years. Studies have shown, however, that they are capable of performing a much wider range of duties than those which they are normally assigned. Many programs have been established at institutions of higher education to provide preservice and in some cases inservice education for paraprofessionals working with the handicapped. Few of these programs, however, prepare paraprofessionals to work with the deaf, and an infintesimal number specifically provide programs for dormitory counselors. When paraprofessional students are able to overcome problems of low motivation and financial difficulties, they perform well in preservice programs. Most of these programs, however, offer traditional courses and lack the flexible admission standards, credit for work experience, and individualization needed to match the varied and often inadequate educational backgrounds of paraprofessionals. Similarly, inservice programs for paraprofessionals are seldom as innovative, individualized, and self-directed as they should be, and preservice and inservice programs for those who supervise paraprofessionals seldom give them assistance in doing so.

IV. The Duties of Dormitory Counselors

In 1958 Stahl Butler, then Executive Director of the Michigan Association for Better Hearing, wrote, "The residential school is really parent, counsellor, teacher, rehabilitation agent, grade school, high school trade school, recreation director, nurse, social secretary and Alma Mater all in one" (Butler, 1958, p. 316). There are few people who are acquainted with the work of the residential school for the deaf in the United States who would deny that Butler's description fits them well. Many of the functions of a residential school contained in this description are, in residential schools for the deaf, the responsibility of the group of employees who are sometimes referred to as the after-class staff. This group is composed of staff members who are commonly known as "dormitory counselors" and "dormitory aides" and those who supervise them, who generally are called "deans," "directors of student life," and "dormitory supervisors." Throughout the history of residential schools for the deaf, dormitory counselors have borne a number of titles, including supervisors, home supervisors, cottage managers, house parents, and house mothers.

The first dormitory counselor was Martha Stansbury who was employed by America's first school for the deaf, the American Asylum for the Deaf and Dumb, when it opened in Hartford, Connecticut, in 1817. She was given the title of "matron" and served as a live-in supervisor for the dormitory program. Today little is known about her duties, but an early writer noted that hers was an "important place" (Weld, 1848) in the administration of the school.

The early schools were usually housed in one great building with a dormitory wing filled with barracks-like sleeping quarters for each sex. Dormitory counselors were usually poorly paid women who lived at the school, worked six or seven days a week, were on duty 24 hours a day, and were hard to find and hard to keep (Hurd, 1924). They were expected to keep large numbers of students clean, fed, safe, and out of mischief. They were also expected to clean the dormitories, see to the washing and mending of the students' clothes, supervise play activities and meals, nurse the sick, correspond with parents, (Talbot, 1871) and help the students with their lessons (Wilkinson, 1876).

By 1871 it had been suggested that schools for the deaf adopt the cottage plan under which students would be placed in smaller groups and dormitory counselors would enjoy a smaller counselor-student ratio. It was hoped that such a plan would result in the students' receiving more individual attention and affection from the counselors with more attention to individual needs and differences, better discipline, less regimentation, and more opportunities for the students to develop self-reliance (Talbot, 1871).

The cottage plan was gradually adopted by all of the nation's schools for the deaf. At the California Institution for the Deaf and Dumb, its adoption facilitated the development of a new type of dormitory counselor, known as the "teacher-counsellor," who devoted a part of his or her time to teaching language and to tutoring college-bound students (Wilkinson, 1876).

By 1924 administrators were beginning to see the need to employ dormitory counselors in shifts, rather than asking them to work around the clock six days a week (Hurd, 1924). There was still controversy, however, about the extent to which counselors should be assigned duties relating to the formal education of students. At the Twelfth Conference of Superintendents and Principals of American Schools for the Deaf that year, Oscar C. Smith, the executive officer of the Illinois School for the Deaf, strongly disagreed with the idea that dormitory counselors had any responsibility to teach students, observing, "My idea of their duties is not to educate those children, but to make them comfortable" (Conference of Superintendents and Principals of American Schools for the Deaf, 1924, p. 124).

One of the strongest proponents of the idea that dormitory counselors should play a major role in the education of residential school students was Anna C. Hurd, principal of the Rhode Island School for the Deaf, who maintained that the counselors should play an important role in reinforcing the efforts of classroom teachers (Conference of Superintendents and Principals of American Schools for the Deaf, 1927).

By 1930 the idea that dormitory counselors should be given some responsibility for teaching academic subjects, especially language, during the after-class hours was receiving wider acceptance. The California School for the Deaf had apparently moved enthusiastically in this direction. So much so that large, movable, revolving slates had been installed on all of the playgrounds for the counselors to use to combine written language with all of the play activities. Interestingly, the account of this innovation contains the first use of the title "dormitory counselor" ("School Items," 1930), in preference to the more common titles of the day, "supervisor" and "house mother." Thus, it appears that the California School may have been the first to use this title.

Continuing the school's leadership role in defining the proper duties of dormitory counselors, its Dean of Girls, Ruth K. Birck, published in 1932 a list of suggested after-class activities in which the dormitory counselors should lead their charges. This list included:

1. Activities which build vocabulary and language fluency, such as playing games involving the making and reading of signs and labels;
2. activities promoting an understanding of school procedures;
3. activities designed to promote physical fitness;
4. activities which promote good citizenship and responsible home membership;
5. activities involving organized play and teaching cooperation;
6. activities which encourage an appreciation of truth and beauty;
7. activities which teach good manners and good health habits;
8. activities which teach the child to distinguish "right" behaviors from "wrong" ones;
9. activities which develop skills with tools; and
10. activities which develop skills in drama and in research.

This list was accompanied by a set of illustrative descriptions of specific lessons to be taught by dormitory counselors, such as activity-oriented vocabulary lessons, crafts-related lessons, oral and paper-and-pencil vocabulary games, and games emphasizing good health practices (Birck, 1932).

The following year, Truman L. Ingle, superintendent of the Missouri School for the Deaf, expressed concern for the marital problems experienced by some deaf adults and recommended that the teaching of marriage and parenting skills be added to the duties of dormitory counselors. At the same time, Wesley Lauritsen of the Minnesota School for the Deaf expressed concern that none-academic after-class activities could easily become too dominant a part of the school program to the detriment of out-of-class study ("Review of L.P.F., 1933-1934," 1934).

Taking a somewhat different position from that of Lauritsen, some administrators had begun to question the value of having dormitory counselors supervise after-class study halls. John Yale Crouter, then principal of the Rhode Island School in Anna Hurd's stead, had abolished the study hall during the 1932-33 school year, explaining that it was now the duty of the dormitory counselors to teach the students appropriate leisure time activities which would prepare them to cope with the recent introduction of shorter working hours throughout the country. Thus the counselors helped to conduct such activities as movies, swimming, dancing, scouting, and hobby clubs. Likewise, J. H. McFarlane of the Alabama School for the Deaf wrote that dormitory counselors lacked the skills and knowledge to help the students with their studies and that evening study halls were, therefore, largely useless if supervised by dormitory counselors ("Review of L.P.F., 1933-1934," 1934).

In 1936 V. A. Becker, a teacher at the Arizona School for the Deaf, wrote an article expressing the belief that the responsibility for educating the students should be divided equally between the teachers and the dormitory counselors. Among other changes, he recommended establishing a minimum educational level for counselors, conducting regular meetings to permit them to discuss problems of student supervision, encouraging teachers and counselors to cooperate in developing solutions to common problems of student supervision and training, and establishing a requirement that counselors acquire a practical knowledge of sign language (Becker, 1936).

Vernon S. Birck, Dean of Boys at the California School for the Deaf, presented a paper at the 1939 national meeting of the Convention of American Instructors of the Deaf in which he also cited cooperation with teachers as a primary duty of counselors. He added that they should counsel with students concerning their behavior and teach sex education (Birck, 1939).

During the same year, D. T. Henderson, superintendent of the Arkansas School for the Deaf, presented a paper to the eighteenth annual meeting of CEASD in which he raised the question of whether dormitory counselors should be required to follow a prescribed program of after-class activities and presented a list of duties which had been prepared for the counselors at the Arkansas School. The list included providing a good home environment and appropriate recreational activities for the students and promoting their good health. It also placed a heavy emphasis on the counselor's responsibility for keeping the dormitories clean and working with students to maintain sanitary conditions at the school (Henderson, 1940).

In response to Henderson's paper, Dr. Krause of the West Virginia School for the Deaf called for counselors to help in developing "initiative and self-assertiveness" in students. Dr. Percival Hall of Gallaudet College seconded this need and warned that any efforts by counselors to regiment students would work against this goal (Henderson, 1940).

Lloyd E. Berg, superintendent of the Iowa School for the Deaf, presented a third paper at the Conference. He stressed the need for cooperation between teachers and counselors and the need for counselors to exercise self-control, be suitable role models, avoid regimentation, enlist student help in activity planning, and encourage more interaction between the students and hearing students from outside the school (Berg, 1940).

In 1966 the idea that counselors had a responsibility to provide preparation for marriage and parenting, including sex education courses, was again raised. Craig and Anderson published a study of 60 residential schools for the deaf in which eight reported that their students frequently directed questions about sex to their counselors. Thirteen schools indicated that such questions were rarely brought to counselors, and 34 schools responded that their counselors occasionally received questions from students. Formal sex education classes were taught by counselors in 23% of the schools, and 91.7% gave the dormitory counselors "freedom and authority to answer questions on sex" (Craig and Anderson, 1966, p. 492).

Craig (1969) surveyed superintendents concerning the status and duties of counselors and the topics covered in their inservice programs.

He found that more than 90% of the superintendents expected dormitory counselors to administer discipline for misbehavior in the dormitories and teach manners and moral standards. More than 80% expected counselors to plan activities for students, and 50% or more expected them to discuss students' problems with their teachers, make beds, mend students' clothes, and provide information on sex education, occupations, and hearing aids. Approximately 55% felt that counselors should share the responsibility of educating students. Only 39.7% expected counselors to confer with the parents of their students on a regular basis.

In 1972 Leo E. Conner, executive director of New York's Lexington School for the Deaf, called for counselors to accept as a part of their duties regular conferences with one another, with parents, and with the teachers of their charges, and the role of surrogate parent to a cottage of students of varying ages who would simulate a family and would be supervised by both a male and a female counselor. Conner also proposed the development of on-campus apartments where senior students could acquire some skills in living independently and of foster-home placements in the community near the school (Conner, 1972).

Della and Max Fitz-Gerald, in 1974, did an expanded version of Craig and Anderson's earlier study. They conducted a survey of formal sex education programs in 112 public and private residential schools for the deaf and reported that sex education classes were offered in the dormitories by 46% of the public schools and 25% of the private schools. Eighty-five percent of the schools offering such classes made them available at the secondary level, 74% at the elementary level, and 30% at the primary level (Fitz-Gerald & Fitz-Gerald, 1976).

A new term for after-class programs emerged around 1976 when references to "student life programs" began to appear in the literature. Doin Hicks of Gallaudet College told the 1976 annual meeting of CEASD that the term referred to "all those management systems which relate to time outside of regularly scheduled class periods." Hicks saw "the development of acceptable behavior standards within students" as the primary goal which such programs should adopt and suggested additional goals "related to appropriate interaction, leadership skills, and attainment of reasonable levels of self-concept" (Hicks, 1976, pp. 177-178).

Hicks was, in 1976, Dean of Pre-College Programs at Gallaudet College. One of these programs is Model Secondary School for the Deaf (MSSD), which is a national demonstration school. James N. Freehof wrote of MSSD that "the residential program is an integral part of the overall educational program" (Freehof, 1976, p. 188).

The following year Carol Beckman, a home economics teacher at MSSD, described a special residential program in use at MSSD. The program was part of an 18-week course offered by the school called "Apartment Management and Living." This program permitted older students enrolled in the course to live in apartments located within the school's dormitories. The program was jointly supervised by a counselor and the home economics teacher (Beckman, 1977).

Thus during the 165-year history of their existence, dormitory counselors have been assigned duties as varied as scrubbing dormitory floors and teaching formal courses, either in conjunction with classroom teachers or independently. Over the years most schools have relieved their dormitory counselors of some of the more menial chores, but Craig (1969) found that their duties are still widely varied, and Lane (1973) found little agreement among the 801 counselors whom he surveyed concerning the level of skills needed to perform these duties.

V. The Criteria for the Selection of Dormitory Counselors

It would appear that in the early years of administration of schools for the deaf in America almost the only universally accepted criteria for the employment of dormitory counselors was possession of the type of personality which would appear to fit them to serve as surrogate parents (Talbot, 1871). Many of the counselors were apparently women who had been widowed and who had already reared children of their own.

In 1924 Anna C. Hurd, principal of the Rhode Island Institution, in an address to the Twelfth Conference of Superintendents and Principals of American Schools for the Deaf, expressed the frustration which most of her counterparts in other schools must have been experiencing. Referring to dormitory counselors as "supervisors," she said that the students should be placed in the care of "the right kind of supervisor," but added, "Where to find the right kind, how to secure the right kind, and how to retain the right kind is the biggest problem I have had since I became the responsible head of a school" (Hurd, 1924, p. 111). She went beyond Marquis Brock's 1882 contention that dormitory counselors should become apprenticed teachers and maintained that, in fact, prior experience in teaching should be an entry-level requirement for the position (Hurd, 1924).

Hurd's address sparked a prolonged and lively discussion among those attending the conference. E. McKay Goodwin, superintendent of the North Carolina School for the Deaf, cited the difficulty of recruiting an adequate number of counselors, maintaining that the counselors in most of the residential schools for the deaf were "entirely uneducated" and unable to speak English as a model for the students. He doubted the practicality of recruiting trained teachers of the deaf as dormitory counselors because of the low salaries available for counselor positions (Hurd, 1924).

In 1936 V. A. Becker, of the Arizona School for the Deaf, urged schools to "employ as supervisors only those who have sufficient education to enable them to work intelligently with children" (Becker, 1936, p. 6). He did not, however, indicate what constituted a "sufficient education."

In order to establish some type of standardized criteria, the California School, by 1939, was using the Civil Service examination as a means of evaluating candidates for all of its after-class staff positions (Birck, 1939). During the same year, D. T. Henderson (1940), superintendent of the Arkansas School for the Deaf, told those attending the Eighteenth Regular Meeting of CEASD that the dean who supervised the counselors should have complete authority over the selection and work of the counselors and should not share this authority with the superintendent or the principal.

When Craig (1969) surveyed superintendents and asked what constituted the major problem in the selection and employment of counselors, 20.7% of the respondents failed to answer the question. This fact seems to indicate that the superintendents were experiencing some confusion concerning their own selection criteria and means of assessing the effectiveness of their selection procedures. Of those who did respond, almost 38% cited the problem of finding people who understood and could communicate with deaf children. Approximately 12% cited low salaries, and an equal number cited a reluctance to live on campus. A little more than 5% cited long hours and split shifts and an equal number cited Civil Service demands. Slightly less than 2% cited the low educational levels of applicants, and an equal number cited applicants of questionable emotional or moral character. Altogether 43% felt that the chief selection problem was a lack of suitable applicants; 29% felt that it was a lack of applicants who would accept the salary and working conditions; and 7% felt that it was an administrative inability to use an effective selection process.

By 1972 Leo E. Conner, executive director of the Lexington School, was calling for counselors who had "taken college or graduate school subjects related to all children, such as psychology, education, and child development" and for counselor supervisors who had graduate degrees with coursework in the education and psychology of deaf children (Conner, 1972, p. 17).

Sets of criteria for the selection of dormitory counselors vary widely from one residential school for the deaf to another. During the past 100 years, most of these schools appear to have raised their expectations concerning the level of preservice education to be attained by dormitory counselors who supervise other counselors. A few schools have also begun to expect candidates for these supervisory positions to have had some coursework specifically related to hearing impairment and/or child development. Few schools appear to have high expectations for the level of preservice education attained by dormitory counselors who do not supervise other counselors, and few formal preservice education programs for dormitory counselors have been established.

VI. The Preservice Education of Dormitory Counselors

The earliest reference to a program of preservice education for dormitory counselors for residential schools for the deaf appeared in 1924 when Hurd, addressing the Twelfth Conference of Superintendents and Principals of American Schools for the Deaf, proposed the establishment of a program of preservice education which would equip counselors to aid their charges in developing speech and to reinforce information and concepts taught in the classroom. In response to Hurd's address, E. McKay Goodwin, superintendent of the North Carolina School for the Deaf, remarked that the preservice education of both dormitory counselors and teachers for schools for the deaf was usually done at the schools and "at the expense of the deaf child" (Hurd, 1924, p. 118).

Dr. A. H. Walker objected to Hurd's contention that a school for dormitory counselors was urgently needed. He held that the counseling requirements for each of the schools was so different that a uniform preservice program could not be developed. He stated that dormitory counselors should be given some teaching responsibilities, but that they should not need preservice preparation for teaching. Walker also advocated the discarding of the title "supervisor" and maintained that counselors should be known as assistant teachers. He told the group that, by visiting the classes of their charges and talking for a few minutes with the teachers and the supervising teachers, the counselors could gain the needed skills and attitudes to become a part of the school's instructional program (Conference of Superintendents and Principals of American Schools for the Deaf, 1924).

Howard T. Hofsteater of the Alabama School for the Deaf, addressed the 1934 convention of the National Association of the Deaf. He again raised the contention that at least some of the counselors should be certified teachers. He declared that most counselors lacked sufficient preparation in "Child Psychology and Child Guidance" to be entrusted with the supervision of "the psychological development of the deaf children outside the schoolroom" (Hofsteater, 1934, p. 235).

In October of 1939, at the Eighteenth Regular Meeting of CEASD, D. T. Henderson, superintendent of the Arkansas School for the Deaf, presented a paper on the problems of administering dormitory programs, which he referred to as home supervision programs. He cited such questions as whether counselors should have the same preservice preparation as teachers or should be prepared in special programs of their own and added, "the possibility of developing home supervision into a distinct profession should challenge all of us" (Henderson, 1940, p. 228).

Thirty years later William N. Craig published his study of the "professional preparation" of dormitory counselors in residential schools for the deaf, based on a survey of the chief administrators of such schools. Craig divided the after-class staff members into four levels, according to the scope of their responsibilities. In Level I, he placed those who supervise other counselors. Level II consisted of those who supervised a single dormitory unit. Level III personnel supervised a smaller number of students, and Level IV personnel had "lesser responsibilities." He reported that counselors at Levels I and II were generally expected to have a college background, while those in Levels III and IV were either expected to have a high school diploma or were subject to no particular requirements. Craig found little expectation among administrators that they would be able to hire counselors for any of the four levels who had received "specialized preparation" in what he called the "core areas of counseling, deafness, and child care." He concluded that "formal training is viewed as a desirable goal at higher levels, while less formal and perhaps on-the-job training may be appropriate at Levels III and IV" (Craig, 1969, p. 764).

A Xerox Social Service Leave Project was sponsored by CEASD in 1972-73 to permit Kenneth R. Lane, who was then a deaf employee of the Xerox Corporation, to conduct a national study of dormitory counselors at residential schools for the deaf. In describing a part of this project, Lane noted that a survey of the counselors, whom he called "houseparents," and their employment conditions and certification statuses was needed. He added, "Such information could provide a rationale for colleges or other agencies that might wish to offer training programs or courses for houseparents" (Lane, 1972, p. x).

Lane began by mailing a survey questionnaire to all 73 public and private residential programs for the deaf in the United States. Sixty-one of these programs returned completed questionnaires and reported a total employment of 1,964 full time counselors. Of this number, 11% had no high school diploma; 56% had at least a high school education; 6% had one year of college training; 8% had two years of college; 5% had three years of college, and 13% had college degrees (Lane, 1972).

The literature reveals only a few references to formal preservice programs for dormitory counselors. In 1971 Eastview College of Mesquite, Texas, reported that it had "initiated the first wide-based program to train para-professionals to work with the hearing impaired." The program was reportedly designed to provide knowledge and skills necessary for successful employment as a teacher's aide, dormitory counselor, auditory equipment specialist, communications development specialist, interpreter, aide with the multiply handicapped, or recreation assistant. Students enrolling in the program could elect either a one-year certification program or a two-year associate degree program (Palmer, 1974, p. 297).

Fafard (1975) identified 50 institutions of higher education who were providing preservice programs for paraprofessionals in special education. Only one of those programs specifically cited dormitory counselors at residential schools for the deaf as potential candidates for its program. Pickett (1977) discovered another program, Community College of Baltimore, which was preparing paraprofessionals to work with the hearing impaired, screening students for articulation, language and hearing problems and, under professional supervision, presenting programs of speech improvement. Pickett & Humm (1980) identified three other programs which provided preservice paraprofessional preparation for those wishing to work with the deaf. Floyd Junior College of Rome, Georgia, offered a two-year associate degree with a major in child care counseling for schools for the deaf and deaf education. American River College's Center on Deafness in Sacremento, California, offered a two-year program suitable for teacher aides and dormitory counselors working with the deaf, and College of Alameda in Alameda, California, offered specific preservice preparation for paraprofessionals working with the deaf and the deaf-blind.

Clearly the educational level of the majority of dormitory counselors in residential schools for the deaf in the United States has traditionally been quite low. Administrators have generally had low educational expectations for counselors who were not employed to supervise other counselors. Those counselors with more than a high school education have seldom had formal coursework in the education and psychology of deaf children, and virtually no special preservice education programs have existed for those wishing to become dormitory counselors in residential schools for the deaf.

VII. The Inservice Education of Dormitory Counselors

Possibly the first proposal for inservice education of dormitory counselors for residential schools for the deaf was made by Marquis L. Brock in 1882. He published an article in which he maintained that counselors should be apprentice teachers. While this concept of dormitory counselor education was a new one in the United States, it had long prevailed in France, home of America's first teacher of the deaf, Laurent Clerc. There, dormitory counselors often became teachers of the deaf, after serving unpaid apprenticeships of one to two years (Clerc, 1848).

No further proposals concerning the inservice education of counselors appeared in the literature until the 1941 national meeting of the Convention of American Instructors of the Deaf. At this meeting, Eudora Hale of the Maryland School for the Deaf proposed the founding of a national association and a national school for counselors ("Thirty-second Meeting of the Convention of American Instructors of the Deaf, 1941). Nothing apparently ever came of either proposal.

Over the next two decades, however, residential schools for the deaf gradually began to provide some inservice education programs for counselors. Craig (1969) made a systematic study of these programs on a national basis. He concluded that the educational backgrounds of counselors were so varied that planners of inservice programs would need to give major consideration to these varying levels and to the varying levels of responsibility imposed upon counselors. Since he found that few counselors, whatever their educational backgrounds, had been educated in what he called "the core areas of counseling, deafness, and child care," he concluded that "although the level of instructional presentation may vary according to general academic background, the specialized core areas should be included for all dormitory counselors" (Craig, 1969, p. 764).

Craig came to believe that the success of efforts to provide effective inservice programs for counselors would ultimately depend on two factors: the availability of adequate funding and the extent to which such programs were supported by school administrators. He found inadequate funding to be a major reason for administrator reluctance to promote inservice programs for counselors and reported that 70% of the administrators whom he had surveyed maintained that effective formal summer inservice programs would develop only when part or all costs could be met through the use of outside funds. By the same token, administrators reported that they would be willing to support a regional training institute for counselors or to invite a traveling inservice training staff to their schools only if these forms of training could be provided at no cost to the schools (Craig, 1969).

Two years after Craig's study, two administrators of Lexington School for the Deaf, Oscar P. Cohen and Alan Lerman, published a study in which they advocated "a modified sensitivity group approach" to inservice education for counselors. The study began with a survey of the school's after-class staff to determine how they perceived their roles. They were found to view them primarily as "custodial" and to know little about what the students felt concerning "specific situations at home or at school." Surveys at other schools for the deaf showed this role concept to be widespread among after-class staffs. Cohen and Lerman concluded that "they saw themselves as custodial, had little information or self-awareness, and considered their work in the lowest status of the school" (Cohen & Lerman, 1971, p. 370).

It was Cohen and Lerman's contention that effective inservice programs for after-class staffs must "have two foci: the task to be fulfilled and the self-understanding and self-development of the person performing the task" and that the latter of these foci was frequently neglected. As a result of this contention, they launched an experimental inservice program at the Lexington School which consisted of 16 weekly two-hour sessions of group interaction led by "an expert in group dynamics who was not directly affiliated with the school. The purposes of the sessions were (1) to increase counselors' awareness of their feelings toward the students, their peers, and other staff members; (2) to increase their awareness of other people's reactions to them; (3) to help them to develop a sense of belonging; (4) to increase inter-group communication; and (5) to broaden the counselors' concepts of their roles.

Using pre- and post-treatment questionnaires, Cohn and Lerman concluded that, after the experimental inservice sessions, counselors had begun to appreciate the extent of their impact on the development of the students, had become less concerned about controlling students and more concerned about interacting with them; had become aware of ambivalent feelings about themselves, other staff members, and students; were sought out more by students who wanted to discuss personal problems than they had been before the sessions; and sought discussions with students about social and behavioral problems more frequently than before.

The following year, Kenneth Lane and CEASD undertook their national study of the status and education of dormitory counselors in residential schools for the deaf. In his initial survey of 60 schools, Lane found that 28 had no budgeted funds for counselor inservice; 29 schools had budgeted funds or Title I money; and four had occasional sources of money. He also found that 54 schools held regular meetings for counselors "for the purpose of improving student counseling," that seven held no such meetings, and that four of the seven cited scheduling problems as the reason for not holding such meetings (Lane, 1972).

The second phase of Lane's study involved holding model inservice training programs at selected schools. For this reason, his survey instrument contained questions about each school's willingness to participate in such a model program. Of the 61 schools responding, 54 expressed an interest in such a program. While 51 schools were willing to offer free room and board to a workshop conductor, nine were doubtful or unwilling to do so. Twenty-two schools felt that they could pay for round-trip transportation for the conductor (Lane, 1972).

Lane and CEASD ultimately created a booklet of suggestions and resource materials to be used for counselor inservice training which included such topics as communications, hearing aids, language development, sex education, drugs, smoking, behavior modification, and recreation, but the booklet was never published and circulated. Lane held model inservice sessions at 29 schools which employed a total of 987 dormitory counselors, or approximately 50% of the 1,964 dormitory counselors which the 61 schools responding to his initial survey reported that they employed (Lane, 1973).

At each of the model inservice presentations, Lane surveyed the attitudes of the dormitory counselors who were present. He later wrote, "It is felt that the geographic spread of these workshops represents a broad and quite valid indication of attitudes, problems, and training needs in the nation's residential schools for hearing impaired children" (Lane, 1973). Of the 801 counselors surveyed, 60% expressed a desire for inservice education in communication skills, 58% for education in child development and care, 47% for education in language development, 45% for education in "activity arrangement and supervision," and 25%

for education in hearing aid use. When asked if they would like to participate in regular inservice programs on their own campuses during the school year, 93% of the counselors surveyed responded that they would. Sixty-eight percent were willing to do summer study at the college level (Lane, 1973).

In the early 1970s, the New York University Deafness Research and Training Center received funding from the Department of Health, Education and Welfare to develop a model regional inservice program for counselors at residential schools for the deaf. According to Dr. Doris W. Naiman, director of training at the Center, the program was designed to help six schools to "make the afterclass staff an integral part of a comprehensive school program," as well as "to increase the competencies" of the staff, raise its status, and increase cooperation between the after-class staff and the teachers. The program planned to involve supervisory staff members from both the academic and after-class departments of each school and to develop them into a "cadre of trainers" who could, in turn, develop inservice programs appropriate for their own schools. Participating schools sent to the program a dean of students, a supervising dormitory counselor, and a supervising teacher (Naiman, 1972, p. 438).

The program's sessions were to be two to three days long, providing a total of 11 days of assistance by professionals from such fields as residential living, the education of the deaf, and child care. Between sessions the trainers from each school were to try the inservice ideas developed in the program at their own schools with their counselors. Having jointly developed a model inservice program, they were to adapt it to their own schools. During the regional sessions, they were to study the planning process, develop a profile for the ideal training director and a model of his or her duties, study student behavioral problems, become acquainted with processes of group interaction and possible means of using this knowledge in inservice programs, and implement and evaluate different methods of presenting inservice programs.

When the regional training project was launched, the staff found that it was dealing with schools whose philosophies and community environments differed and whose enrollments ranged from 148 to 501. The trainers attended five sessions with one being held at each of the participating schools, one school apparently having dropped out of the experiment. The participants concluded that counselors needed to fully understand the philosophy of their school, that meeting the needs of students should be the primary objective of after-class programs, that after-class programs should be coordinated with the school's academic programs, and that schoolwide committees should help to plan inservice programs for dormitory counselors. One participating school surveyed its entire staff and found that three topics were repeatedly suggested for use in counselor inservice education: "(1) communication with the students; (2) an understanding of deafness; (3) an understanding of the total school program and the importance of afterschool personnel" (Naiman, 1974, p. 400).

When the participants in the regional program returned to their schools and attempted inservice education with counselors, they met with some resistence from counselors whom they perceived as being longtime employees who opposed any efforts to bring about change, claiming that everything suggested had been tried before without success. Some of the staff members involved in after-class athletic programs also resisted proposed changes intended to broaden the scope of after-class activities because athletic programs often had first priority in the use of the school's facilities. "Another impediment to change," Naiman reported, "was the difficulties schools had in arranging for salary increases and a career ladder to serve as an incentive for dormitory counselors to upgrade their skills" (Naiman, 1974, p. 401).

Within their own schools, trainers also found that the differences in educational backgrounds, statuses, and salaries between teachers and counselors reduced cooperation between the two groups. When contact between the groups could be increased, it was felt that the quality of communication improved. When the inservice effort was begun by offering the teachers and counselors a joint communications skills course, the course was popular and gave the inservice program trainers an early encouraging sense of success.

Trainers found that counselors working with multiply handicapped students had a particularly strong need for inservice education. They also found that using the assistance of and materials written by deaf adults in inservice sessions provided an effective means for helping counselors to understand the nature and problems of deafness.

The trainers arranged to have a dormitory counselor exchange program among the five schools participating in the regional inservice program. Counselors exchanged places for three-day periods, and it was found that letting them observe was more effective than having them assume one another's duties. It was felt that the exchange program broadened the knowledge and perspective of the counselors and gave them a greater sense of their own worth.

As a result of the New York University project, four of the schools reported "an increase in the type of training activities offered to after-class staff" and "the number of people involved in the planning and implementation of inservice activities increased to include a broader representation of the entire school staff." All five schools reported increased contact and cooperation between their teachers and their counselors. Counselor attitudes toward other staff members were thought to have improved in three schools. Job turnover at the end of 1973 was less among the counselors in all of the schools than it had been the previous year. Counselors did not, however, "demonstrate an observable increase in satisfaction with job or feeling of worth as having an important role in the total school program." In four schools the counselors felt that they had improved their expressive, but not their receptive, sign language skills and were giving their charges increased opportunities for independent activities and decisions." The counselors' supervisors reported no observable improvement in the counselors' abilities to apply a knowledge of child and language development (Naiman, 1974, p. 405).

According to the literature, little was done about providing inservice education for dormitory counselors in residental schools for the deaf in the United States until after 1940. Since that time, two researchers, Naiman and Lane have attempted to develop some idea of the characteristics needed for an effective inservice program and made some effort to identify or develop materials and presentation techniques for the inservice education of counselors. Their studies and that of Craig have shown that the inservice education of dormitory counselors is still largely fragmented programs of prescribed remedial training with limited counselor input into their content or form. While Lane surveyed a reasonably large sample of dormitory counselors to determine their perceptions of the desirability of some preselected topics for possible inservice programs, until now the perceptions of the administrators of residential programs for the deaf concerning the most effective content and format for such programs had not been systematically studied.

VIII. The Certification of Dormitory Counselors

CEASD decided in 1960 to establish a system for certifying dormitory counselors in an effort to encourage them to meet certain educational and experiential criteria which were deemed desirable. The certification program went into effect in 1964 and offered Class C, B, and A certifications.

For a Class C certificate, a counselor was required to have a high school diploma or G.E.D. certificate; three semester hours of credit for coursework related to "the psychological, physiological, social, and intellectual development of children"; three semester hours in "communication for the deaf"; and three semester hours in "activities and recreation for the deaf." The requirements could, according to CEASD's Committee on Dormitory Counselor Certification and Training, be met by taking college courses or by participating in a workshop. Forty-five hours of workshop participation are considered equal to three semester hours of college credit ("Certification Requirements for Dormitory Counselors," 1974, p. 70).

Those wishing to qualify for Class B certificates must complete two years of college work, with six semester hours in some area relating to the "psychological, physiological, social, and intellectural development of children"; three semester hours in "activities and recreation for the deaf"; and three semester hours in "communication with the deaf." Two years of successful experience as a dormitory counselor are required for a permanent Class B certificate, but the experience requirement may be waived for a temporary certificate. The requirements for a Class A certificate are essentially the same as those for a Class B certificate, except that the candidate must have a college degree ("Certification Requirements for Dormitory Counselors," 1974, p. 70).

The Committee has decided that workshops can be approved as substitutes for college credit only if they are organized and staffed by a college or university or are developed cooperatively by several schools for the deaf. Workshops or inservice programs within a school which are conducted by school staff members are not acceptable for satisfying certification requirements.

The first CEASD certificiation was awarded in April, 1964. In his study, however, Craig found that over 75% of the schools surveyed reported having no certified counselors. Forty-three percent of the schools expressed an expectation that Level I and II counselors would work toward certification (Craig, 1969).

Lane, in his 1972 survey of 61 schools, found that out of the 1,964 counselors reported, only 144 held any class of CEASD certificate. He noted that the Committee reported having issued 181 certificates in the seven years between April 7, 1964 and June 15, 1971. With CEASD records as his source, Lane reported that in 1972 5% of all dormitory counselors had a Class C certificate; 1% had a Class B; another 1% a Class A, leaving 93% uncertified.

In the 1973 final report of his study, Lane added that CEASD's most recent certification report showed that the number of certified counselors had increased from 181 to 391. He explained that "unions, state merit systems, and civil service set ups in many states detract from a push for certification" and that "complacency is quite evident where budget set ups provide no incentive for further training and study" (Lane, 1973, p. 1).

By 1977 CEASD had processed 604 applications for certification and awarded 594 certificates. The Committee felt, however, that this number was so small as to indicate a lack of interest in the certification program and raise "some serious questions" about its future. At the Committee's 1977 annual meeting, the view was expressed that some excellent dormitory counselors were perhaps being unfairly relegated to the less prestigeous Class C certification because of their lack of college training. It was suggested that the requirements might be revised so that the superintendent or the director of student life at a school could recommend such counselors for Class A certificates after they had completed ten years of successful experience as counselors, assuming they had satisfied the other requirements for a Class B certificate.

One Committee member questioned waiving the experience requirement to issue temporary certificates. Another noted that the fact that the Committee had received only three or four requests to change the class of a counselor's original certification seemed to indicate that the certification program's original purpose, that of encouraging counselors "to continue working toward getting more professional training," was not being fulfilled. It was also observed that people with college educations who were becoming dormitory counselors were probably doing so as a temporary measure because of a lack of better positions (Youngs, 1977, p. 44).

In its 1978 report to CEASD, the Committee concluded, "There does not seem to be much interest in obtaining certification on the part of dormitory counselors. Perhaps the lack of motivation can be traced to the low salary level such personnel receive and the lack of professionalism attached to their duties in residential schools" (Ripley, 1978, p. 86).

CHAPTER III

PRESENTATION OF DATA AND FINDINGS

I. Introduction

This chapter begins with a presentation and analysis of the findings concerning the respondents' valuations of the proposed inservice program components, i.e. questionnaire items, and groups of components, i.e. groups of items. The analysis of this data provides answers to research questions one and two which were initially posed by the study. Question one deals with inservice program components which are proposed goals of an inservice program, and question two deals with inservice program components which are proposed planning procedures for such a program. These two sets of proposed components of an inservice program were merged and compared and compared individually. Thus it became necessary to report the data pertaining to the two questions as one unit.

Next the chapter presents and analyzes the data relative to question three, which concerns the extent to which the respondents agreed concerning the value of the proposed inservice program components and groups of components. Then it presents and analyzes the data concerning question four, which relates to the degree of relationship which exists between the respondents' past experiences in education, as indicated by their responses to the three personal data items of the questionnaire, and their valuations of the proposed inservice components.

II. Research Questions One and Two

The first question posed by this study asked, to what extent did the superintendents perceive the following goals for counselor development to be essential to an effective inservice program: counselor acquisition of (a) techniques for teaching self-care skills, (b) communication skills or techniques for teaching them, (c) an understanding of child development and behavior theories, (d) techniques for teaching social and career adjustment skills, (e) an understanding of parental concerns, (f) an understanding of different types of disabilities, (g) techniques for planning recreational activities and teaching recreational skills, and (h) an understanding of school policies, procedures, and functions?

The second question posed by this study asked, to what extent did the superintendents perceive the following components of program planning to be essential to an effective inservice program: (a) planning for the use of a variety of different types of presentations, (b) providing for input by the superintendent, (c) providing for input by the dormitory counselors, (d) providing for input by students, and (e) providing for input by teachers?

In order to answer these two questions, 63 items were developed for the questionnaire. The number of items developed relative to each goal specified in the first question was determined by the extent to which that goal was valued in the literature reviewed. One item was developed for each of the five proposed program planning components specified in the second question. The item categories and the questionnaire items pertaining to each are shown in Table I.

TABLE I

ITEM CATEGORIES AND THE ITEMS IN EACH ON THE QUESTIONNAIRE "CHARACTERISTICS OF AN EFFECTIVE PROGRAM OF INSERVICE EDUCATION FOR DORMITORY PERSONNEL IN RESIDENTIAL SCHOOLS FOR THE DEAF"

Item Category	Items in Category	Total
Self-care Skills	4, 26, 37, 54	4
Communication Skills	6, 17, 25, 28, 33. 39, 45, 48	8
Child Development and Behavior Theories	18, 21, 23, 24, 27, 30, 57	7
Social and Career Adjustment Skills	2, 3, 9, 13, 14, 16, 22, 31, 36, 38, 40, 49, 50, 51, 52, 56	16
Parental Concerns	12, 41, 46, 47	4
Disabilities Information	11, 20, 29, 34, 42, 53	6
Recreation	5, 10, 32, 58	4
School Policies, Procedures and Functions	1, 7, 8, 15, 19, 35, 43, 44, 55	9
Inservice Program Planning Procedures	59, 60, 61, 62, 63	5

A mean response was computed for each of the items. The mean responses and resulting ranks for each of the 63 items used to answer the first two questions posed by the study can be seen in Table II. When the proposed goals and the proposed program planning components were all ranked together under the general category of proposed inservice program components, the component which received the highest mean value was the use of input by the counselors. Learning to resolve conflicts ranked second, learning to teach self-reliance third, using a variety of presentation styles in inservice sessions fourth, and learning to view the counseling job positively and learning to teach respect for others tied for fifth. Also ranked in the top ten were: learning to individualize activities (ranked seventh), learning to use behavioral reinforcement and learning to use sign language (both ranked eighth), using input by the chief administrator and applying the principles of good parenting (both ranked tenth). Of the 11 items assigned a ranking in the one to ten range, four belonged to the Child Development and Behavior Theories category, three to the Inservice Program Planning Procedures category, two to the Social and Career Adjustment Skills category, and one each to the categories labeled Communication Skills and School Policies, Procedures, and Functions. Of those seven proposed inservice program components assigned the lowest mean values, five belonged to the Communication Skills category.

When the five proposed inservice planning components were ranked separately, as shown in Table III, the use of input by counselors ranked first, and the use of a variety of presentation styles in inservice sessions was second. The use of input by the chief

TABLE II

RANKED MEAN VALUES ASSIGNED TO THE PROPOSED INSERVICE PROGRAM COMPONENTS BY THE SUPERINTENDENTS OF RESIDENTIAL SCHOOLS FOR THE DEAF, 1982

Item No.	Item	Mean Value	S.D.	Rank
61	Using input by counselors	9.283	0.911	1
18	Teaching conflict resolution	8.978	1.164	2
50	Learning to teach self-reliance	8.913	1.132	3
59	Using a variety of presentation techniques	8.870	1.327	4
44	Learning to view job positively	8.826	1.510	5
38	Learning to teach respect for others	8.826	1.141	5
30	Learning to individualize activities	8.543	1.378	7
57	Learning to use behavioral reinforcement	8.522	1.394	8
33	Learning to use sign language	8.522	2.074	8
60	Using input by chief administrator	8.500	1.394	10
27	Learning to apply good parenting principles	8.500	1.748	10
47	Learning to deal with parents effectively	8.457	1.669	12
29	Understanding psychology of deafness	8.391	1.653	13
14	Learning to teach about human behavior	8.304	1.604	14
31	Learning to teach social skills	8.304	1.459	14
52	Learning to teach decision making	8.261	1.879	16
37	Learning to teach healthy habits	8.239	1.303	17
35	Learning discipline policies	8.174	1.435	18
16	Learning to answer sexual questions	8.130	1.470	19
15	Understanding the school system	8.087	1.884	20
58	Learning to teach recreational skills	8.087	1.518	20
21	Learning to use motivational techniques	8.065	1.843	22
62	Using input by students	7.978	2.016	23

TABLE II (continued)

Item No.	Item	Mean Value	S. D.	Rank
10	Learning to plan recreational activities	7.957	1.738	24
9	Learning to teach respect for property	7.935	1.569	25
8	Learning to cooperate with teachers	7.935	1.569	25
5	Learning to supervise recreational activities	7.826	1.465	27
28	Learning to model correct English	7.826	1.742	27
36	Understanding the problems of deaf adults	7.804	1.881	29
46	Learning to understand child-parent relations	7.739	1.467	30
12	Learning to improve student-parent relations	7.696	1.812	31
3	Learning to teach good manners	7.587	1.469	32
23	Learning to apply concepts of physical development	7.565	1.655	33
54	Learning to teach grooming	7.565	1.655	33
63	Using input by teachers	7.543	1.735	35
13	Learning to teach time management	7.522	1.329	36
19	Understanding school policies	7.522	1.574	37
24	Learning to apply the concepts of cognitive development	7.370	1.597	38
55	Learning to supervise study periods	7.326	1.920	39
42	Understanding mental retardation	7.217	1.825	40
43	Learning to keep records	7.130	1.586	41
1	Understanding school programs	7.000	1.738	42
2	Learning to teach appropriate dress	6.804	1.973	43
32	Learning to supervise TV viewing	6.804	1.485	43
56	Learning to teach family living skills	6.674	2.119	45
51	Understanding careers for the deaf	6.674	1.687	46
26	Understanding hearing aids	6.478	1.786	47
4	Learning to teach homemaking skills	6.413	1.892	48
7	Qualifying for certification	6.413	2.596	48

TABLE II (continued)

Item No.	Item	Mean Value	S.D.	Rank
48	Learning to interpret	6.174	2.425	50
41	Understanding parental responses	6.152	2.076	51
40	Learning to teach sex education courses	6.043	2.440	52
53	Understanding orthopedic handicaps	6.022	1.961	53
11	Understanding vision impairment	5.935	2.462	54
34	Understanding the causes of deafness	5.783	2.149	55
22	Learning about post-secondary programs for the deaf	5.652	1.888	56
6	Learning to help students develop good speech	5.630	1.993	57
49	Understanding vocation rehabilitation	5.587	1.771	58
20	Understanding deaf-blindness	5.348	2.442	59
25	Learning to teach speechreading	5.109	2.079	60
17	Understanding the speech process	5.065	2.284	61
39	Learning to give speech therapy	4.935	2.112	62
45	Understanding the speechreading process	4.870	1.973	63

TABLE III

RANKED MEAN VALUES ASSIGNED TO THE INSERVICE PLANNING COMPONENTS BY THE SUPERINTENDENTS OF RESIDENTIAL SCHOOLS FOR THE DEAF, 1982

Item	Mean Value	S.D.	Rank
Input by counselors	9.283	0.911	1
Variety of presentation styles	8.870	1.327	2
Input by chief administrator	8.500	1.394	3
Input by students	7.978	2.016	4
Input by teachers	7.935	1.569	5

administrator, the use of input by students, and the use of input by teachers, ranked third, fourth, and fifth respectively.

Mean values were computed for the nine item categories. The results are shown in Table IV. The category which ranked first was Social and Career Adjustment Skills. School Policies, Procedures, and Functions ranked second. Child Development and Behavior Theories, Communication Skills, and Inservice Program Planning Procedures ranked third, fourth, and fifth respectively. Disabilities Information ranked sixth, Recreation seventh, Parental Concerns eighth, and Self-care Skills ninth.

After tabling the information concerning the respondents' valuations of the proposed inservice program goals and planning procedures, the researcher proceeded to analyze the data on each item and each item category individually, examining the value placed on each item and item category and the amount of variance found among the mean values which the respondents assigned to each item and to each item category. Although the amount of variance found actually pertains to the third research question, it will be presented in the following item-by-item analysis, rather than later, in order to avoid needless repetition and make the total group response to each item and item category more readily understandable.

The Self-care Skills Category

The respondents' perceptions of the four items included in the Self-care Skills item category were statistically analyzed. Item

TABLE IV

RANKED MEAN VALUES ASSIGNED TO THE ITEMS BY CATEGORIES BY THE SUPERINTENDENTS OF RESIDENTIAL SCHOOLS FOR THE DEAF, 1982

Item Categories	Mean Value	S.D.	Rank
Social and Career Adjustment Skills	119.217	15.867	1
School Policies, Procedures and Functions	68.413	8.918	2
Child Development and Behavior Theories	57.543	7.182	3
Communications Skills	48.130	10.658	4
Inservice Program Planning Procedures	42.174	5.272	5
Disabilities Information	38.696	8.697	6
Recreation	30.674	4.849	7
Parental Concerns	30.043	5.391	8
Self-care Skills	28.696	4.371	9

number four proposed an inservice program goal of helping counselors to learn better techniques for teaching homemaking skills. This item ranked 48 among the 63 items in terms of mean value (6.413) which the respondents assigned to it, and the variance among the respondents was large enough to be statistically significant. The superintendents placed a moderate value on helping counselors learn better techniques for teaching homemaking as a goal for an inservice program for dormitory counselors. There was, however, a significant amount of disagreement among them as to the value of the goal. For the purposes of this study, mean values of one to 3.9 have been designated "low," values of four to 4.9 as "low moderate," values of five to 6.9 as "moderate," values of seven to 8.9 as "moderately high," and values of nine to ten as "high."

Item number 26 proposed an inservice program goal of helping counselors to learn more about hearing aids and their maintenance. This item ranked 47 among the 63 items in terms of the mean value (6.478) which the respondents assigned to it, and the variance was not large enough to be statistically significant. The superintendents moderately valued helping counselors to learn more about hearing aids and their maintenance as a goal for an inservice program for dormitory counselors and were largely in agreement as to its value.

Item number 37 proposed an inservice program goal of helping counselors to develop skills for teaching good health habits. This item ranked 17 among the 63 items in terms of the mean value (8.239) which the respondents assigned to it, and the variance indicated a relatively high level of agreement. The superintendents placed a moderately high value on helping counselors to develop skills for teaching good health habits as a goal for an inservice program for counselors and were in strong agreement on its value.

Item 54 proposed an inservice program goal of helping counselors to develop skills for teaching good grooming. This item ranked 33 among the 63 items in terms of the mean value (7.565) which the respondents assigned to it, and the variance was not statistically significant. The superintendents placed a moderately high value on helping counselors to develop skills for teaching good grooming as a goal for an inservice program for counselors and were in agreement on its value.

Of the nine item categories, Self-care Skills received the lowest mean value, 28.696, as a category of proposed inservice program components. It also had the lowest level of variance among the responses it elicited. As a group, the superintendents ascribed little value to this group of proposed goals, and they had a high level of agreement about its value.

The Communication Skills Category

The respondents' perceptions of the eight items included in the Communication Skills item category were also statistically analyzed. Item number six proposed an inservice program goal of helping counselors to develop skills for aiding students in developing good speech. This item ranked 57 among the 63 items in terms of the mean value (5.630) which the respondents assigned to it, and the variance was statistically significant. The superintendents jointly placed a moderate value on helping counselors to develop skills for aiding students in developing good speech as a goal for an inservice program for counselors, but they were not in agreement on the value of the proposed goal.

Item 17 proposed an inservice program goal of helping counselors to understand the process of speech. This item ranked 61 in terms of the size of the mean value (5.065) assigned to it by respondents, and the variance was statistically significant. The superintendents placed a moderate value on helping counselors to understand the process of speech as a goal of an inservice program for counselors, but were not in agreement on its value.

Item number 25 proposed an inservice program goal of helping counselors to apply some basic speechreading teaching techniques. This item ranked 60 in terms of the size of the mean value (5.109) which the respondents assigned to it, and the variance was statistically significant. The superintendents placed a moderate value on helping counselors to apply some basic speechreading teaching techniques as a goal for an inservice program for counselors, but showed a lack of agreement on its value.

Item number 28 proposed an inservice program goal of helping counselors to learn to serve as good role models for the correct use of English. It ranked 27 in terms of the size of the mean value (7.826) which the respondents assigned to it. The variance among responses was not statistically significant. The superintendents placed a moderately high value on helping counselors to learn to serve as good role models for the correct use of English as a goal for an inservice program for counselors and were in agreement concerning its value.

Item number 33 proposed an inservice program goal of helping counselors to become skilled in the use of the sign language system used by the school. This item ranked eight in terms of the size of the mean value (8.522) which the respondents assigned to it, and the variance was statistically significant. The superintendents placed a moderately high value on helping counselors to become skilled in the use of the sign language system used by the school, but showed a significant lack of agreement concerning its value.

Item number 39 proposed an inservice program goal of helping counselors to apply some basic speech therapy techniques. It ranked 62 in terms of the size of the mean value (4.935) which the respondents assigned to it, and the variance among the responses was significant. The superintendents, as a group, accorded a moderately low value to helping counselors to apply some basic speech therapy techniques as a goal for an inservice program for counselors, but showed a lack of agreement as to its value.

Item 45 proposed an inservice program goal of helping counselors to understand the process of speechreading. This item ranked 63, or last, in terms of the size of the mean value (4.870) which the respondents assigned to it, and the variance among responses was statistically significant. The superintendents assigned a moderately low value to helping counselors to understand the process of speechreading as a goal of an inservice program for counselors, but were not in agreement concerning its value.

The final item in the Communication Skills category, item number 48, proposed an inservice program goal of helping counselors to develop interpreting skills. This item ranked 50 in terms of the size of the mean value (6.174) which the respondents assigned to it. The variance among responses was statistically significant. The superintendents attributed a moderate value to helping counselors to develop interpreting skills as a goal of an inservice program for counselors, but experienced considerable disagreement as to its value.

Of the nine item categories, Communication Skills ranked fourth in terms of mean value (48.130) assigned. Its variance ranked second largest. As a group, the superintendents placed a moderate degree of value on this group of proposed goals for a counselor inservice program, but they showed a significant lack of agreement as to its value.

Child Development and Behavior Theories Category

The respondents' perceptions of the seven items included in the Child Development and Behavior Theories category were also statistically analyzed. Item number 18 proposed an inservice program goal of helping counselors to develop techniques for resolving conflicts among the students. This item ranked second in terms of the size of the mean value (8.974) which the respondents assigned to it. The variance among the responses was not statistically significant. The superintendents placed a moderately high value on helping counselors to develop techniques for resolving conflicts among the students as a goal of an inservice program for counselors and were in strong agreement as to its value.

Item number 21 proposed an inservice program goal of helping counselors to learn to use motivational techniques. This item ranked 22 in terms of the size of the mean value (8.065) which the respondents assigned to it, and the variance was statistically significant. The superintendents placed a moderately high value on helping counselors to learn to use motivational techniques as a goal of an inservice program for counselors and experienced some disagreement as to its value.

Item 23 proposed an inservice program goal of helping counselors to apply basic concepts concerning the physical development of children. This item ranked 33 in terms of the size of the mean value (7.565) which the respondents assigned to it. The variance was not significant. The superintendents assigned a moderately high value to helping counselors to apply basic concepts concerning the physical development of children as a goal of an inservice program for counselors and were largely in agreement on its value.

Item 24 proposed an inservice program goal of helping counselors to apply basic concepts concerning the cognitive development of deaf children. This item ranked 38 in terms of the size of the mean value (7.370) which the respondents assigned to it, and the variance was not statistically significant. The superintendents accorded a moderately high value to helping counselors to apply basic concepts concerning the cognitive development of deaf children as a goal of an inservice program for counselors and were in agreement concerning its value.

Item number 27 proposed an inservice program goal of helping counselors to apply the principles of good parenting. This item ranked tenth in terms of the size of the mean value (8.500) which the respondents assigned to it, and the variance was not statistically significant. The superintendents attributed a moderately high value to helping counselors to apply the principles of good parenting as a goal of an inservice education program designed for dormitory counselors and were in agreement as to its value.

Item number 30 proposed an inservice program goal of helping counselors to develop skill in individualizing activities to meet the diverse needs of students. This item ranked seven in terms of the size of the mean value (8.543) which the respondents assigned to it. Its variance was not significant. The superintendents ascribed a moderately high value to helping counselors to develop skill in individualizing activities to meet the diverse needs of students as a goal of an inservice program for counselors and were in relatively strong agreement concerning its value.

A final item in the same category, item number 57, proposed an inservice program goal of helping counselors to develop skill in using behavior reinforcement techniques. The item ranked eight in terms of the size of the mean value (8.522) which the respondents assigned to it, and the variance was not significant. The superintendents assigned a moderately high value to helping counselors to develop skill in using behavior reinforcement techniques as a goal of an inservice program for counselors and were in relatively high agreement about its value.

Of the nine item categories, the Child Development and Behavior Theories category ranked third in terms of the mean value (97.543) assigned to it. As a group, the superintendents placed a moderately high value on this group of proposed goals for a counselor inservice program. The variance score on this category ranked fifth largest, indicating that the superintendents did not experience a significant lack of agreement as to the category's value.

Social and Career Adjustment Skills Category

The respondents' perceptions of the 16 items included in the Social and Career Adjustment Skills category were statistically analyzed as well. Item number two proposed an inservice program goal of helping counselors to develop techniques for teaching students to dress appropriately in a variety of situations. This item ranked 43 in terms of the size of the mean value (6.804) which the respondents assigned to it. The variance was statistically significant. The superintendents assigned a moderate degree of value to helping counselors to develop techniques for teaching students to dress appropriately in a variety of situations as a goal of an inservice program for counselors, but were not agreed on its value.

Item number three proposed an inservice program goal of helping counselors to develop techniques for teaching good manners. This item ranked 32 in terms of the size of the mean value (7.587) which the respondents assigned to it, and the variance was not statistically significant. The superintendents accorded a moderately high value to helping counselors to develop techniques for teaching good manners as a goal of an inservice program for counselors and were in agreement concerning its value.

Item number nine proposed an inservice program goal of helping counselors to develop skill in teaching a respect for property. This item ranked 25 in terms of the size of the mean value (8.130) which the respondents assigned to it. The variance was not statistically significant. The superintendents awarded a moderately high value to helping counselors develop skill in teaching a respect for property as an inservice program goal and were in agreement on its value.

Item number 13 proposed an inservice program goal of helping counselors to develop techniques for teaching time management. The item ranked 36 in terms of the size of the mean value (7.522) which the respondents assigned to it, and the variance was not statistically significant. The superintendents attributed a moderately high value to helping counselors to develop techniques for teaching time management as a goal for an inservice program for counselors and reached a relatively high level of agreement as to its value.

Item number 14 proposed an inservice program goal of helping counselors to develop skill in teaching an understanding of human behaviors. This item ranked 14 in terms of the size of the mean value (8.304) which the respondents assigned to it. The variance was not statistically significant. The superintendents ascribed a moderately high value to helping counselors to develop skill in teaching an understanding of human behaviors as a counselor inservice program goal and were in agreement relative to its value.

Item number 16 proposed an inservice program goal of helping counselors to develop skill in answering students' questions about sex. The item ranked 19 in terms of the size of the mean value (8.130) which the respondents assigned to it. The variance was not statistically significant. The superintendents awarded a moderately high value to helping counselors to develop skill in answering students' questions about sex as a goal for a counselor inservice program and were in agreement on its value.

Item number 22 proposed an inservice program goal of helping counselors to learn more about post-secondary programs for the deaf.

It ranked 56 in terms of the size of the mean value (5.652) which the respondents assigned to it, and the variance was statistically significant. The superintendents attributed a moderate level of value to helping counselors to learn more about post-secondary programs for the deaf as a goal for a counselor inservice program, but showed a lack of agreement as to its value.

Item number 31 proposed an inservice program goal of helping counselors to develop better techniques for teaching social skills. This item ranked 14 in terms of the size of the mean value (8.304) which the respondents assigned to it. The variance was not statistically significant. The superintendents valued moderately highly the helping of counselors to develop better techniques for teaching social skills as a goal for a counselor inservice program and were agreed concerning its value.

Item number 36 proposed an inservice program goal of helping counselors to understand some of the common problems which deaf adults encounter in the hearing world. The item ranked 29 in terms of the size of the mean value (7.804) which the respondents assigned to it, and the variance was statistically significant. The superintendents placed a moderately high value on helping counselors to understand the problems of deaf adults as a goal of a counselor inservice program, but experienced some disagreement concerning its value.

Item number 38 proposed an inservice program goal of helping counselors to develop skill in teaching students to respect the rights of others. This item ranked fifth in terms of the size of the mean value (8.826) which the respondents assigned to it, and the variance was not statistically significant. The superintendents assigned a moderately high value to helping counselors to develop skill in teaching students to respect the rights of others as a goal for a counselor inservice program and were in agreement relative to its value.

Item number 40 proposed an inservice program goal of helping counselors to acquire the skills needed to teach an after-class course in sex education. This item ranked 52 in terms of the size of the mean value (6.043) which the respondents assigned to it. The variance was statistically significant. As a group the superintendents placed a moderate value on helping counselors to acquire the skills to teach a sex education class as a goal for a counselor inservice program, but they experienced considerable disagreement over its value.

Item number 49 proposed an inservice program goal of helping counselors to learn more about the role of vocational rehabilitation counselors in helping the deaf. It ranked 58 in terms of the size of the mean value (5.587) which the respondents assigned to it. The variance was not statistically significant. The superintendents assigned a moderate level of value to helping counselors to understand the work of vocational rehabilitation as a goal of a counselor inservice program and were in agreement about its value.

Item number 50 in the category proposed an inservice program goal of helping counselors to develop techniques for helping students to become more self-reliant. This item ranked third in terms of the size of the mean value (8.913) which the respondents assigned to it. The variance was not statistically significant. The superintendents attributed a moderately high value to helping counselors to develop techniques for helping students to become self-reliant as a goal of a counselor inservice program and were in agreement concerning its value.

Item number 51 proposed an inservice program goal of helping counselors to learn more about the careers open to deaf adults. The item ranked 46 in terms of the size of the mean value (6.674) which the respondents assigned to it, and the variance was not statistically significant. The superintendents accorded a moderate value to helping counselors to learn more about careers for the deaf as a goal for a counselor inservice program and were in agreement about its value.

Item number 52 proposed an inservice program goal of helping counselors to develop techniques for teaching decision-making skills. This item ranked 16 in terms of the size of the mean value (8.261) which the respondents assigned it, and the variance was statistically significant. The superintendents jointly accorded a moderately high value to helping counselors to develop techniques for teaching decision-making skills as a goal for a counselor inservice program, but were not in agreement concerning its value.

The final item in this category, number 56, proposed an inservice program goal of helping counselors to develop skill in teaching students about the responsibilities of marriage and parenting. It ranked 45 in terms of the size of the mean value (6.674) which the respondents assigned to it. The variance among responses was statistically significant. As a group, the superintendents placed a moderate value on helping counselors learn skills for teaching students about marriage and parenting, but they were not in agreement relative to its value.

Among the nine item categories, the Social and Career Adjustment Skills category ranked first in terms of the mean value (119.217) assigned. Its variance score ranked last. The superintendents placed a high value on this group of proposed goals for a counselor inservice program, but had a low level of agreement concerning its worth.

Parental Concerns Category

The respondents' perceptions of the four items included in the Parental Concerns category were also statistically analyzed. Item number 12 proposed an inservice program goal of helping counselors to develop skills for improving relations between students and their parents. This item ranked 31 in terms of the size of the mean value (7.696) which the respondents assigned to it. The variance was not statistically significant. As a group, the superintendents accorded a moderately high value to the inservice program goal of helping counselors to develop skills for improving student-parent relations and were in agreement about its value.

Item number 41 proposed an inservice program goal of helping counselors to understand the typical pattern of responses which hearing parents exhibit after learning that their child is deaf. The item ranked 51 in terms of the size of the mean value (6.152) which the respondents assigned to it. The variance among responses was statistically significant. The superintendents jointly placed a moderate value on helping counselors to understand parental responses as a goal for an inservice program for counselors. They did not agree, however, concerning its value.

Item number 46 proposed an inservice program goal of helping counselors to learn more about relationships between deaf children and their hearing parents. The item ranked 30 in terms of the size of the mean value (7.739) which the respondents assigned to it. The variance was not statistically significant. The superintendents assigned a moderately high value to helping counselors to understand student-parent relations as a goal for an inservice program for counselors, and they were in agreement concerning its value.

Item number 47 proposed an inservice program goal of helping counselors to develop skills for dealing effectively with parents. The item ranked 12 in terms of the size of the mean value (8.457) which the respondents assigned to it. The variance was not statistically significant. The superintendents accorded a moderately high value to the inservice program goal of helping counselors to develop skills for dealing effectively with parents and were in agreement about its value.

Among the nine item categories, the Parental Concerns category ranked eighth in terms of the mean value (30.043) assigned. Its variance ranked sixth largest. The superintendents jointly assigned a low value to the Parental Concerns group of proposed goals for a counselor inservice program and were not strongly agreed as to its value.

Disabilities Information Category

The respondents' perceptions of the six items in the Disabilities Information category were also statistically analyzed. Item number 11 proposed an inservice program goal of helping counselors to develop a better understanding of the needs of vision-impaired deaf students. The item ranked 54 in terms of the size of the mean value (5.935) assigned to it by the respondents. The variance was statistically significant. The superintendents, as a group, awarded a moderate value to the inservice program goal of helping counselors to understand the needs of vision-impaired students, but they lacked agreement concerning the value of this goal.

Item number 20 proposed an inservice program goal of helping counselors to develop a better understanding of deaf-blindness. It ranked 59 in terms of the size of the mean value (5.348) assigned to it by the respondents. The variance was statistically significant. The superintendents jointly assigned a moderate value to the inservice program goal of helping counselors to understand deaf-blindness, but lacked agreement concerning its value.

Item number 29 proposed an inservice program goal of helping counselors to understand the psychology of deafness. This item ranked 13 in terms of the size of the mean value (8.391) assigned to it by the respondents. The variance was not statistically significant. The superintendents placed a moderately high value on the inservice program goal of helping counselors to understand the psychology of deafness. They were also in agreement about its value.

Item number 34 proposed an inservice program goal of helping counselors to understand the causes of deafness. The item ranked 55 in terms of the size of the mean value (5.783) assigned to it by the respondents, and the variance was statistically significant. As a group, the superintendents ascribed a moderate value to the inservice program goal of helping counselors to understand the causes of deafness, but they lacked agreement concerning its value.

Item 42 proposed an inservice program goal of helping counselors to understand the needs of mentally retarded deaf students. This item ranked 40 in terms of the size of the mean value (7.217) assigned to it by the respondents. The variance was statistically significant. The superintendents ascribed a moderately high value to the inservice program goal of helping counselors to understand the needs of the mentally retarded, but were lacking in agreement concerning its value.

The last item in the Disabilities Information category was number 53. It proposed an inservice program goal of helping counselors to better understand the needs of orthopedically handicapped students. This item ranked 53 in terms of the size of the mean value (6.022) which the respondents assigned to it. The variance among responses was statistically significant. The superintendents jointly perceived it as having a moderate value, but lacked agreement concerning its value.

Among the nine item categories, the Disabilities Information category ranked sixth in terms of mean value (38.696) assigned. Its variance ranked third largest. The superintendents assigned a relatively low value to this group of proposed inservice program goals, but experienced a significant lack of agreement concerning its value.

The researcher has no data on the percentage of students in residential schools for the deaf who are multiply handicapped, but assumes from personal knowledge that it is relatively low in most of the schools, just as it is in the general population. This low incidence may account for the superintendents' low valuation of this group of proposed inservice goals. Twelve of the superintendents surveyed were administrators of dual schools, i.e. schools which accept both deaf and blind students. Ten of these 12 superintendents responded to the questionnaire items. A comparison of the mean values which this group assigned to the six items in the Disabilities Information category to the mean values assigned to these items by the entire group of respondents showed no significant differences, as Table V shows.

While the total group of superintendents assigned the highest mean value to understanding the psychology of deafness (8.391), the dual school superintendents as a group assigned it a 7.500 and gave a slightly higher mean value of 7.700 to understanding mental retardation. Understanding mental retardation was given the second highest mean value by the total group of superintendents with a 7.217. Understanding vision impairment was third highest in mean value among the dual school superintendents with a mean of 6.800, but the total group selected for third highest mean value understanding orthopedic handicaps with a 6.022. This item ranked fourth with the dual school superintendents, gaining a mean value of 6.400 Understanding vision impairment ranked fourth with the total group of superintendents with a 5.935. Understanding deaf-blindness and understanding the causes of deafness ranked fifth and sixth, respectively, with the dual school superintendents, while understanding the causes of deafness and understanding deaf-blindness ranked fiftn and sixth respectively with the total group of superintendents.

Recreation Category

The respondents' perceptions of the four items in the Recreation item category were also statistically analyzed. Item number five proposed an inservice program goal of helping counselors to develop skill in supervising recreational activities. The item ranked 27 in terms of the size of the mean value (7.826) assigned to it by respondents.

TABLE V

A COMPARISON OF MEAN VALUES ASSIGNED TO DISABILITIES INFORMATION ITEMS BY SUPERINTENDENTS OF ALL SCHOOLS FOR THE DEAF VERSUS THOSE OF DUAL SCHOOLS, 1982

Item	Mean Values of Dual Sup'ts.	Mean Values of All Sup'ts.	/d/
Understanding vision impairment	6.800	5.935	0.865
Understanding deaf-blindness	6.300	5.348	0.952
Understanding psychology of deafness	7.500	8.391	0.891
Understanding the causes of deafness	5.500	5.783	0.283
Understanding mental retardation	7.700	7.217	0.483
Understanding orthopedic handicaps	6.400	6.022	0.378

The variance was not statistically significant. The superintendents assigned a moderately high value to this proposed inservice program goal and were in agreement regarding its value.

Item number ten proposed an inservice program goal of helping the counselor to develop skill in planning recreational activities. This item ranked 24 in terms of the size of the mean value (7.957) assigned to it be the respondents. The variance was not statistically significant. The superintendents accorded a moderately high value to the proposed inservice program goal of helping counselors to become skilled in planning recreational activities and were in agreement concerning its value.

Item number 32 proposed an inservice program goal of helping counselors to develop skills for making television viewing a learning experience for students. This item ranked 43 in terms of the size of the mean value (6.804) assigned to it by the respondents. The variance among the responses was not statistically significant. The superintendents placed a moderate value on the proposed inservice program goal of helping counselors to make television viewing an educational experience for students and were in agreement concerning the value of this goal.

Item number 58, the final item in this category, proposed an inservice program goal of helping counselors learn to teach a variety of recreational skills. The item ranked 20 in terms of the size of the mean value (8.087) assigned to it by the respondents. The variance was not statistically significant. The superintendents assigned a moderately high value to the proposed inservice program goal of helping counselors learn to teach a variety of recreational skills. They were also in agreement concerning the value of this goal.

Of the nine item categories, the Recreation category ranked seventh in terms of mean value (30.674) assigned. Its variance score ranked second smallest. The superintendents accorded a relatively low value to this group of proposed inservice program goals and were largely in agreement concerning its value.

School Policies, Procedures and Functions Category

The respondents' perceptions of the nine items included in the School Policies, Procedures, and Functions category were also statistically analyzed. Item number one proposed an inservice program goal of helping the counselor to understand the school's academic and vocational programs. This item ranked 42 in terms of the size of the mean value (7.000) assigned to it by the respondents. The variance was not significant. The superintendents placed a moderately high value on the proposed inservice goal of helping counselors to understand the school's programs, and they were in agreement about its value.

Item number seven proposed an inservice goal of helping counselors to qualify for CEASD certification and/or upgrade their certification levels. The item ranked 48 in terms of the mean value (6.413) which the respondents assigned to it. It had the largest variance among the values assigned to it of any item, and its variance was, of course, statistically significant. The superintendents jointly attributed a moderate level of value to CEASD certification as an inservice goal, but were considerably at odds concerning its value.

Item number eight proposed an inservice goal of helping counselors to develop techniques for cooperating with classroom teachers. It ranked 25 in terms of the size of the mean value (7.935) assigned to it by respondents, and the variance was not significant. The superintendents accorded a moderately high value to the inservice goal of helping counselors learn to cooperate with teachers and were in agreement concerning its value.

Item number 15 proposed a counselor inservice goal of helping counselors to understand how their jobs fit into the total system of the functions and operations of the school. This item ranked 20 in terms of the size of the mean value (8.087) assigned to it by the respondents. The variance among responses was statistically significant. The superintendents placed a moderately high value on the inservice goal of helping counselors to understand the role which they play in the total school system, but they were divided concerning its value.

Item number 19 proposed an inservice goal of helping counselors to understand all school policies. The item ranked 37 in terms of the size of the mean value (7.522) assigned to it by respondents. The variance was not statistically significant. The superintendents attributed a moderately high value to the inservice goal of helping counselors to understand school policies and were in agreement relative to its value.

Item number 35 proposed a counselor inservice program goal of helping counselors to understand the school's discipline policies. This item ranked 18 in terms of the size of the mean value (8.174) which the respondents assigned to it, and the variance was not statistically significant. The superintendents were in agreement on according a moderately high value to the inservice goal of helping counselors understand the school's discipline policies.

Item number 43 proposed an inservice goal of helping counselors to develop skill in keeping required records on students. The item ranked 41 in terms of the size of the mean value (7.130)assigned to it by respondents. The variance was not statistically significant. The superintendents were largely in agreement when they assigned a moderately high value to the inservice goal of helping counselors to become more skilled in keeping student records.

Item number 44 proposed an inservice goal of helping counselors to develop positive attitudes toward their jobs. This item ranked fifth in terms of the size of the mean value (8.826) assigned to it by the respondents. The variance among responses was not statistically significant. The superintendents were in agreement in according a moderately high value to the inservice goal of helping counselors to develop positive attitudes toward their jobs.

The final item in this category, item number 55, proposed an inservice goal of helping counselors to become skilled in supervising study periods. It ranked 39 in terms of the size of the mean value (7.326) which the respondents assigned to it. The variance among responses was statistically significant. The superintendents were, therefore, not in full agreement when they assigned a moderately high value to the proposed inservice goal of helping counselors learn to supervise study periods.

Of the nine item categories, the School Policies, Procedures, and Functions category ranked second in terms of the mean value (68.413) assigned. The superintendents attributed a relatively high value to this group of proposed inservice goals and experienced a significant lack of agreement concerning its value.

Inservice Program Planning Procedures Category

The respondents' perceptions of the five items included in the Inservice Program Planning Procedures category were also statistically analyzed. Item number 59 proposed that a variety of different types of presentations and teaching techniques be used in inservice sessions for counselors. When ranked with all 63 of the questionnaire's items concerning proposed inservice program components, this item ranked fourth in terms of the size of the mean value (8.870) which the respondents assigned to it, and the variance was not statistically significant. The superintendents were in agreement in assigning a moderately high value to this program planning procedure. When the item was ranked only with the other four items in the Inservice Program Planning Procedures category, it ranked second in terms of the size of the mean value which the respondents assigned to it.

Item number 60 proposed the utilization of input by the school's chief administrator as part of the planning process. When ranked with all 63 items, it ranked tenth in terms of the size of the mean value (8.500) assigned to it by the respondents. The variance was not statistically significant. The superintendents were in agreement when they accorded a moderately high value to the use of their own input as a program planning procedure. When the item was ranked only with the other four items in the planning procedures category, it ranked third in terms of the size of the mean value which the respondents assigned to it.

Item number 61 proposed the utilization of input by the counselor as a part of the planning process for counselor inservice programs.

When ranked with all 63 items, it ranked first in terms of the size of the mean value (9.283) assigned to it. The variance among the responses was the lowest found on any of the items and, of course, was not statistically significant. The superintendents attained a high level of agreement when they assigned the utilization of input by counselors the highest mean value accorded to any of the 63 proposed inservice components.

Item 62 proposed the utilization of input by students as a part of the planning process for counselor inservice programs. When ranked with all 63 items, it ranked 23 in terms of the size of the mean value (7.978) assigned to it. The variance was statistically significant. The superintendents were generally lacking in agreement when they attributed a moderately high value to student input as a program planning component. When the item was ranked only with the other four program planning procedures, it ranked fourth in terms of the mean value assigned to it.

The final item in this category, item number 63, proposed the utilization of input by teachers as a part of the planning process for counselor inservice programs. When ranked with all 63 items, it ranked 35 in terms of the size of the mean value (7.543) assigned to it, and the variance was not statistically significant. The superintendents agreed in assigning a moderately high value to the use of input by teachers as a part of the planning process for counselor inservice programs. When the item was ranked only with the other four program planning procedures, it ranked last in terms of the mean value assigned to it.

Of the nine item categories, the Inservice Program Planning Procedures category ranked fifth in terms of the mean value (42.174) assigned. The superintendents attributed a moderate value to this group of proposed inservice program components and were in agreement concerning its worth.

Among the 63 proposed inservice program components, none received assigned mean values which were low; two received a low moderate rating; 19 were valued to a moderate degree; 41 to a moderately high degree; and one to a high degree. The superintendents experienced a statistically significant lack of agreement on 25(40%) of the items. Among the item categories, two received assigned mean values which were low; two received a low moderate rating; two were valued to a moderate degree; two to a moderately high degree; and one to a high degree.

III. Research Question Three

The third question posed by the study asked, to what extent did the superintendents agree concerning the goals and planning procedures which are essential to an effective inservice program? In order to answer this question on an item by item basis, the size of the variance of the responses on each item was computed. Table VI shows these variances in rank order from the least to the greatest. On 38 (60%) of the 63 proposed inservice program component items, the respondents showed no significant lack of agreement among their responses. On the remaining 25 items (40%), they did. A statistically significant level of variance was defined as one whose ratio to the smallest level of variance found among a group of respondents is 4:1 or greater.

TABLE VI

VARIANCES AMONG THE VALUES ASSIGNED TO THE PROPOSED INSERVICE PROGRAM COMPONENTS BY SUPERINTENDENTS OF RESIDENTIAL SCHOOLS FOR THE DEAF, 1982

Item No.	Item	Variance	Rank
61	Using input by counselors	0.829	1
50	Learning to teach self-reliance	1.281	2
38	Learning to teach respect for others	1.302	3
18	Learning conflict resolution	1.355	4
37	Learning to teach healthy habits	1.697	5
59	Using a variety of presentation techniques	1.760	6
13	Learning to teach time management	1.766	7
30	Learning to individualize activities	1.898	8
57	Learning to use behavioral reinforcement	1.944	9
60	Using input by the chief administrator	1.944	9
35	Understanding discipline policies	2.058	11
31	Learning to teach social skills	2.128	12
46	Learning to understand child-parent relations	2.153	13
3	Learning to teach good manners	2.159	14
16	Learning to answer sexual questions	2.160	15
32	Learning to supervise TV viewing	2.205	16
44	Learning to view job positively	2.280	17
58	Learning to teach recreational skills	2.303	18
8	Learning to cooperate with teachers	2.462	19
19	Understanding school policies	2.477	20
43	Learning to keep records	2.516	21
24	Learning to apply the concepts of cognitive development	2.549	22
14	Learning to teach about human behavior	2.572	23
29	Understanding psychology of deafness	2.732	24

TABLE VI (continued)

Item No.	Item	Variance	Rank
23	Learning to apply concepts of physical development	2.740	25
54	Learning to teach grooming	2.740	25
9	Learning to teach respect for property	2.783	27
47	Learning to deal with parents effectively	2.787	28
51	Understanding careers for the deaf	2.847	29
5	Learning to supervise recreational activities	2.147	30
63	Using input by teachers	3.009	31
10	Learning to plan recreation activities	3.020	32
1	Understanding school programs	3.022	33
28	Learning to model correct English	3.036	34
27	Learning to apply good parenting principles	3.056	35
49	Understanding vocational rehabilitation	3.137	36
26	Understanding hearing aids	3.188	37
12	Learning to improve student-parent relations	3.283	38
42	Understanding mental retardation	3.329*	39
21	Learning to use motivational techniques	3.396*	40
52	Learning to teach decision making	3.530*	41
36	Understanding the problems of deaf adults	3.539*	42
15	Understanding the school system	3.548*	43
22	Learning about post-secondary programs for the deaf	3.565*	44
4	Learning to teach homemaking skills	3.581*	45
55	Learning to supervise study periods	3.691*	46
53	Understanding orthopedic handicaps	3.844*	47
2	Learning to teach appropriate dress	3.894*	48
45	Understanding the speechreading process	3.894*	48

TABLE VI (continued)

Item No.	Item	Variance	Rank
6	Learning to help students develop good speech	3.971*	50
62	Using input by students	4.066*	51
33	Learning to use sign language	4.300*	52
41	Understanding parental responses	4.310*	53
25	Learning to teach speechreading	4.321*	54
39	Learning to give speech therapy	4.462*	55
56	Learning to teach family living skills	4.491*	56
34	Understanding the causes of deafness	4.618*	57
17	Understanding the speech process	5.218*	58
48	Learning to interpret	5.880*	59
40	Learning to teach sex education courses	5.954*	60
20	Understanding deaf-blindness	5.965*	61
11	Understanding vision impairment	6.062*	62
7	Qualifying for certification	6.737*	63

* These variances are significant.

The size of the variances ranged from a low of 0.829 to a high of 6.737. The five proposed inservice program components about which the respondents were in the greatest agreement, in descending rank order, were: using input by counselors, learning to teach self-reliance, learning to teach respect for others, learning conflict resolution, and learning to teach healthy habits. The five about which they were in the least agreement, in ascending rank order, were: learning to interpret, learning to teach sex education courses, understanding deaf-blindness, understanding vision impairment, and qualifying for certification.

The proposed component about which the respondents were in the greatest disagreement was qualifying for certification as a goal of an inservice program. Of the ten proposed components about which the respondents were in the greatest disagreement, four concerned the counselor's acquisition of better communication skills or better techniques for teaching communication skills. Three concerned the counselor's acquisition of an understanding of various disabilities, and one each concerned learning to teach family living skills, learning to teach sex education courses, and qualifying for certification.

Variances were also computed for each of the item categories. Table VII shows these variances in rank order from the least to the greatest. On six of the item categories, the respondents showed no significant lack of agreement among their responses. Again, a statistically significant level of variance was defined as one whose ratio to the smallest level of variance found among a group of respondents is 4:1 or greater. On the remaining three item categories, the

TABLE VII

VARIANCES AMONG THE VALUES ASSIGNED TO THE ITEM CATEGORIES BY SUPERINTENDENTS OF RESIDENTIAL SCHOOLS FOR THE DEAF, 1982

Item Category	Variance	Rank
Self-care Skills	19.105	1
Recreation	23.514	2
Inservice Program Planning Procedures	27.791	3
Parental Concerns	29.065	4
Child Development and Behavior Theories	51.587	5
Disabilities Information	75.639	6
School Policies, Procedures and Functions	79.537*	7
Communication Skills	113.583*	8
Social and Career Adjustment Skills	251.774*	9

respondents did not show a significant lack of agreement. The five item categories about which the respondents were in the greatest agreement, in descending rank order, were: Self-care Skills, Recreation, Inservice Program Planning Procedures, Parental Concerns, and Child Development and Behavior Theories. The four item categories about which they were in the least agreement, in ascending rank order, were: School Policies, Procedures, and Functions; Disabilities Information; Communication Skills; and Social and Career Adjustment Skills.

IV. Research Question Four

The fourth question posed by the study asked, to what extend did length of time served and areas of service in education of a superintendent correlate with his or her perceptions concerning inservice programs? In order to answer this question, a Pearson correlation coefficient was computed for responses to each of the personal data items in relation to responses to each of the proposed inservice program component items and item groups. The results are shown in Tables VIII and IX.

Table VIII shows that 16 of the proposed inservice program goals and one of the proposed inservice program planning procedures were positively correlated with the respondents' number of years of experience in the education of the hearing impaired. The 16 proposed inservice goals were helping counselors: (1) in supervising recreation,

TABLE VIII

INSERVICE COMPONENTS WHICH WERE POSITIVELY CORRELATED WITH SUPERINTENDENTS' YEARS OF EXPERIENCE IN THE EDUCATION OF THE HEARING IMPAIRED, 1982

Item	Pearson Coefficient	ρ< α
5. Helping counselors learn to supervise recreational activities	.4413**	.002
18. Helping counselors learn to resolve conflicts	.3771**	.009
21. Helping counselors learn to use motivational techniques	.2850*	.039
23. Helping counselors apply the concepts of physical development	.2923*	.035
31. Helping counselors learn to teach social skills	.3351*	.019
32. Helping counselors learn to supervise television viewing	.3215*	.023
34. Helping counselors understand the causes of deafness	.3084*	.028
37. Helping counselors learn to teach healthy habits	.5347***	.000
38. Helping counselors learn to teach respect for the rights of others	.2823*	.041
42. Helping counselors understand the needs of the retarded	.2741*	.046

TABLE VIII (continued)

Item	Pearson Coefficient	ρ<α
44. Helping counselors to develop positive attitudes toward their jobs	.3450*	.016
45. Helping counselors understand the speechreading process	.2741*	.046
46. Helping counselors understand student-parent relations	.3450*	.016
55. Helping counselors supervise study periods	.3236*	.022
57. Helping counselors learn to use behavior reinforcement	.4175**	.004
58. Helping counselors learn to teach recreational skills	.3897**	.007
60. Utilizing input by the chief administrator in planning	.2683*	.049

* ρ<.05 ** ρ<.01 *** ρ<.001

TABLE IX

ITEMS WHICH WERE POSITIVELY CORRELATED WITH RESPONDENTS' YEARS OF EXPERIENCE AS SUPERINTENDENT OF A RESIDENTIAL SCHOOL FOR THE DEAF, 1982

		Pearson Coefficient	$p<\alpha$
5.	Helping counselors learn to supervise recreational activities	.4582**	.003
7.	Helping counselors qualify for or upgrade a CEASD certification	.3091*	.035
10.	Helping counselors to learn to plan recreational activities	.4271**	.005
18.	Helping counselors to learn to resolve conflicts	.3623	.016
19.	Helping counselors understand all school policies	.3423*	.022
23.	Helping counselors apply the concepts of physical development	.4076**	.008
28.	Helping counselors serve as good role models for the correct use of English	.3692*	.015
34.	Helping counselors understand the causes of deafness	.3548*	.018
37.	Helping counselors learn to teach healthy habits	.3404*	.023

* $p<.05$ ** $p<.01$ *** $p<.001$

(2) in learning to resolve student conflicts, (3) in learning to use motivational techniques, (4) in learning to apply basic concepts of the physical development of children, (5) in learning to teach social skills, (6) in learning to supervise television viewing, (7) in understanding the causes of deafness, (8) in teaching healthy habits, (9) in learning to teach a respect for the rights of others, (10) in understanding the needs of the retarded, (11) in understanding the speechreading process, (12) in developing positive attitudes toward their jobs, (13) in understanding student-parent relations, (14) in learning to supervise study periods, (15) in learning to use behavior reinforcement, and (16) in learning to teach recreational skills. The proposed program planning procedure was utilizing input by the chief administrator when planning inservice programs.

Of the 16 proposed inservice program goal preferences which were positively correlated with the respondents' numbers of years of experience in the education of the hearing impaired, four belonged to the Child Development and Behavior Theories category. These items constituted 57% of the category. Three belonged to the Recreation category. These items constituted 75% of the items in the category. Two each belonged to the Social and Career Adjustment Skills category (12.5% of the category), the Disabilities Information category (33% of the category), and the School Policies, Procedures, and Functions category (22% of the category). One each belonged to the Self-care Skills category (25% of the category), the Communication Skills category (12.5% of the category), and the Parental Concerns category (25% of the category). See Table X.

TABLE X

ITEM CATEGORIES CONTAINING ITEM PREFERENCES WHICH ARE POSITIVELY CORRELATED WITH SUPERINTENDENTS' YEARS OF EXPERIENCE IN THE EDUCATION OF THE DEAF, 1982

Item Category	% of Items Correlated with Experience	Rank
Recreation	75%	1
Child Development and Behavior Theories	57%	2
Disabilities Information	33%	3
Self-care Skills	25%	4
School Policies, Procedures and Functions	22%	5
Communication Skills	12.5%	6
Social and Career Adjustment Skills	12.5%	6

As Table IX shows, a preference for nine of the proposed inservice goals and none of the proposed planning procedures was positively correlated with the respondents' number of years of experience as superintendent of a residential school for the hearing impaired. The nine proposed inservice goals were: helping counselors (1) in learning to supervise recreational activities, (2) in qualifying for or upgrading a CEASD certification, (3) in learning to plan recreational activities, (4) in learning to resolve student conflicts, (5) in understanding all school policies, (6) in applying the concepts of the physical development of children, (7) in learning to serve as good role models for the correct use of English, (8) in understanding the cause of deafness, and (9) in learning to teach healthy habits.

Of the nine proposed inservice program goal preferences which were positively correlated with the respondents' number of years of experience as a superintendent, two each belonged in the categories of Recreation (50% of the category), School Policies, Procedures, and Functions (22% of the category), and Child Development and Behavior Theories (28.5% of the category). One each belonged to the categories of Communication Skills (12.5% of the category), Disabilities Information (16.6% of the category), and Self-care Skills (25% of the category). See Table XI.

Four of the preferred proposed inservice item goals were positively correlated with both the respondents' number of years of experience in the education of the hearing impaired and his or her number of years of experience as a superintendent of a residential school for the deaf. The four were: helping counselors (1) in learning to supervise recreational activities, (2) in applying the concepts of physical

TABLE XI

ITEM CATEGORIES CONTAINING INSERVICE GOAL PREFERENCES POSITIVELY CORRELATED WITH RESPONDENTS' YEARS OF EXPERIENCE AS A SUPERINTENDENT, 1982

Item Category	% of Items Correlated with Experience	Rank
Recreation	50%	1
Child Development and Behavior Theories	28.5%	2
Self-care Skills	25%	3
School Policies, Procedures and Functions	22%	4
Disabilities Information	16.6%	5
Communication Skills	12.5%	6

development in children, (3) in understanding the causes of deafness, and (4) in learning to teach healthy habits. Each of these goals falls into a different item category: Recreation, Child Development and Behavior Theories, Disability Information, and Self-care Skills, respectively.

None of the proposed inservice component preferences was positively correlated with the respondents' number of years of experience in educational programs which did not specifically serve the handicapped.

A multiple regression analysis was performed, using the nine item categories as the dependent variables and the respondents' years of experience in the education of the hearing impaired (EHI), as a superintendent of a residential school for the hearing impaired (EAS), and as an educator in a program not specifically serving handicapped students (EOE) and the squared terms (EHI^2, EAS^2, EOE^2). As Table XII in the Appendix shows, models were developed to explain the variance among the respondents' valuations of the items in the nine categories as follows: $p < .01$, the School Policies, Procedures, and Functions category, the Recreation category, and the Child Development and Behavior Theories category; $p < .05$, the Self-care Skills category, the Communication Skills category, and the Disabilities Information category; $p > .05$, the Social and Career Adjustment Skills category, the Parental Concerns category, and the Inservice Program Planning Procedures category. Although six of these models are significant at the .05 or .01 levels, their R^2 values are not impressive, and the models may not be good predictors of superintendents' preferences.

An analysis of the responses to the three personal data questions revealed that the 47 respondents' mean number of years of experience in the field of education of the hearing impaired, when expressed to the nearest year, was 19 years. Responses to this question ranged from two years to 34 years. The respondents' mean number of years of experience working in educational programs not specifically serving handicapped students, when expressed to the nearest year, was six years. Responses to this question ranged from one year to 25 years. The mean number of years, expressed to the nearest year, for which respondents had held the position of superintendent of a residential school for the hearing impaired was seven years. Responses to this question ranged from one year to 21 years.

The final research question posed by this study asked, what recommendations should be made on the basis of this study to improve the content of and the procedures for planning effective inservice programs for dormitory counselors at residential schools for the deaf? This question will be answered in Chapter IV.

CHAPTER IV

SUMMARY OF THE FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

I. Introduction

This chapter contains a summary of the findings of the study. It also presents the major conclusions which were drawn from these findings, as well as some major conclusions which were drawn from the extensive review of the literature on inservice education. Recommendations for the improvement of dormitory counselor inservice education programs in residential schools for the deaf are offered based on these conclusions. Recommendations are also made for further research concerning the components which are deemed to be essential to an effective program of inservice education for dormitory counselors. The recommendations for the improvement of inservice education programs for dormitory counselors constitute the answer to the fifth research question: what recommendations should be made on the basis of this study in order to improve the content of and the procedures for planning effective inservice programs for dormitory counselors at residential schools for the deaf?

II. Summary of the Findings

Research Questions One and Two

The first question posed by this study asked, to what extent did the superintendents perceive the following goals for counselor development to be essential to an effective inservice program: counselor acquisition of (a) techniques for teaching self-care skills,

(b) communication skills or techniques for teaching them, (c) an understanding of child development and behavior theories, (d) techniques for teaching social and career adjustment skills, (e) an understanding of parental concerns, (f) an understanding of different types of disabilities, (g) techniques for planning recreational activities and teaching recreational skills, and (h) an understanding of school policies, procedures, and functions?

The second question posed by this study read, to what extent did the superintendents perceive the following components of program planning to be essential to an effective inservice program: (a) planning for the use of a variety of different types of presentations, (b) providing for input by the superintendent, (c) providing for input by the dormitory counselors, (d) providing for input by the students, and (e) providing for input by teachers?

A computation of the mean values which the respondents assigned to each of the 63 inservice component items and to each of the nine categories of items produced the following major findings:

1. The superintendents value the use of counselor input in the planning of counselor inservice programs above all else.

2. The superintendents do not view helping counselors to qualify for CEASD certification or to upgrade an existing certification as important goals for a counselor inservice program. This finding agrees with the relatively poor level of response which CEASD has gotten to the certification program since its inception almost 20 years ago.

3. Superintendents are in agreement in placing a relatively low value on using inservice programs as a means of helping dormitory

counselors learn techniques for teaching self-care skills, including homemaking, hearing aid maintenance, good health habits, and good grooming.

4. Superintendents also place a relatively low value on using inservice programs as a means of helping counselors to improve their understanding of common disabilities, so that they can better work with multiply handicapped students.

5. Another inservice program goal proposal to which superintendents assigned a relatively low value is the use of inservice programs as a means of helping counselors to learn techniques for planning and supervising recreational activities and teaching recreational skills.

6. The superintendents place a moderate importance on the group of five planning procedures proposed by the researcher, but place a high level of importance on the utilization of counselor input in the planning of inservice programs for counselors and the use of a variety of different types of presentations and teaching techniques during sessions offered to counselors.

7. Although superintendents show a significant lack of agreement, they accord only a moderate degree of value to using inservice programs as a means of helping counselors to learn communication skills or techniques for teaching them.

8. Superintendents place a moderately high value on using inservice programs as a means of helping counselors to improve their understanding of and ability to apply child development and behavior theories.

9. The superintendents also place a moderately high value on using inservice programs as a means of helping counselors to understand the school's policies, procedures, and functions.

9. Superintendents place a very high value on using inservice programs as a means of helping counselors to learn techniques for teaching social and career adjustment skills, such as dressing appropriately, using good manners, respecting the rights of others, and knowing how to make decisions.

Research Question Three

The third question posed by the study asked, to what extent did the superintendents agree concerning the goals and planning procedures which are essential to an effective inservice program.

A study of the variances among the values which the respondents assigned to the 63 items and nine item categories produced the following major findings:

1. The superintendents are considerably lacking in agreement as to the value of a number of proposed inservice goals and planning procedures. This lack of agreement was illustrated by the fact that they showed a statistically significant lack of agreement on 40% of the items.

2. The superintendents are more in agreement concerning the inservice components which they favor (i.e., assign a high mean value to) than they are concerning those which they do not favor.

3. The superintendents are less in agreement about using inservice programs to help counselors to qualify for or to upgrade an existing CEASD certification than about any of the other 63 proposed inservice components.

4. The superintendents are unable to agree about the value of items in the Communication Skills category, the Social and Career

Adjustment category, and the School Policies, Procedures, and Functions category, but as a group, strongly favor the use of inservice programs to promote counselor acquisition of skills and understanding related to the latter two categories.

Research Question Four

The fourth question posed by the study asked, to what extent did length of time served and areas of service in education of a superintendent correlate with his or her perceptions concerning inservice programs?

The computation of a Pearson correlation coefficient for each of the questionnaire's personal data items in relation to the proposed inservice program components produced the following major finding: the past experiences in education of the superintendents were not highly correlated with the inservice goals and planning procedures which they valued.

III. Major Conclusions

The findings of this study support the following conclusions:

1. Research has shown that paraprofessionals can be effectively utilized in providing speech therapy and language remediation (Pickett, 1977; Artes, 1969; Hodgson, 1980) and that only one-fourth of the graduates of residential schools for the hearing impaired are thought to have useable speech (Altshuler, 1974). The present study has shown that the superintendents of the residential schools for the hearing impaired in the United States have not yet recognized the value of using dormitory counselors for speech therapy and language

remediation activities. Thus the researcher has concluded that the superintendents should recognize the value of and should utilize dormitory counselors in these areas and should provide them with the necessary inservice education to equip them to perform speech therapy and language remediation tasks with hearing-impaired students.

2. Although research shows that paraprofessionals can be effectively utilized in the counseling and education of the parents of handicapped children (Wagner & Wagner, 1974; Brantlinger, 1978; Gotts, 1977; Soyka, 1979), the superintendents have not yet seen the potential of utilizing dormitory counselors in this way and should do so. They should also provide the needed inservice education to equip counselors to perform parent counseling tasks.

3. Although research shows that paraprofessionals can provide effective general and career counseling (Blanc, 1976; Banathy, 1974; Brantlinger, 1978), the superintendents have not recognized the potential of dormitory counselors to fill this role.

4. Although research shows that paraprofessionals can greatly benefit from learning about special devices used by the handicapped (Lane, 1973; Brantlinger, 1978) and about the nature of handicapping conditions (Blanc, 1976; Brantlinger, 1978), the superintendents fail to appreciate the acquisition of such knowledge and its possible benefits to counselor performance.

5. The superintendents have recognized the value of utilizing dormitory counselors as teachers of social skills.

6. Dormitory counselors in residential schools for the deaf in the United States are being generally under utilized because their

potential for contributing to the education and development of the student has not yet been recognized by the chief executives of these schools.

The review of literature supports these additional conclusions:

1. Dormitory counselors at residential schools for the deaf generally have less education and represent a wider range of educational backgrounds than professionals who work with the deaf.

2. The varying and often deficient educational levels of dormitory counselors must be considered when planning inservice opportunities for them.

3. Initially, dormitory counselors may need more direction while participating in inservice activities than many professionals would need, but they can eventually become self-directing.

4. Dormitory counselors at residential schools for the deaf are generally underpaid and denied a career ladder and thus have a high rate of job turnover.

5. Dormitory counselors at schools for the deaf are unlikely to get any preservice training and are largely dependent on inservice programs for their total preparation for their jobs.

6. Dormitory counselors have great potential for contributing to the educations of their charges.

7. CEASD's certification program has done little to help schools for the deaf to better train and better utilize their dormitory counselors.

IV. Discussion of Conclusions

It would appear that, at present, the position of dormitory counselor in most residential schools for the deaf in the United States is a dead-end job characterized by relatively low salary and status, routine or menial tasks, and the complete absence of a career ladder. The filling of the dormitory counselor position with individuals who have relatively deficient educational backgrounds and no knowledge of the deaf and their modes of communication appears to be all too common.

The absence of a suitable background of general education and preservice training in the area of deafness on the part of a school's dormitory counselors makes their need for a comprehensive, continuing, and well-integrated program of inservice education essential to the development of an effective dormitory program. At present, the inservice programs provided for dormitory counselors at most residential schools for the deaf are underfunded and fragmented. The low salaries and lack of a career ladder available to dormitory counselors at many schools create a high turnover rate and a low level of motivation toward participation in inservice programs, so that the long-term effective inservice education of dormitory counselors is made doubly difficult.

The superintendents who responded to the survey questions proposed by this study are undoubtedly well aware of the current deficiencies of most dormitory counselors and of most of the inservice programs provided for them. The superintendents were asked to what extent they valued 63 components of an inservice program for dormitory counselors. As a group, they did not assign a low mean value to any of the components, thus, indicating that they would like for their dormitory counselors to experience all of the components of inservice which were proposed. They showed a tendency, however, to assign a lower value to those components which projected a less traditional role for the dormitory counselor, such as using the counselor to aid the student in speech development and language remediation or to counsel and educate parents. This tendency may not indicate that the superintendents would not like for counselors to be able to perform such tasks. It may, rather, be a reflection of the superintendents' awareness of the current deficiencies of many counselors and a possible belief that, even under adequate professional direction and after receiving the appropriate inservice training, dormitory counselors cannot perform such high level paraprofessional duties. If such is the case, then the role of dormitory counselors can be broadened and enhanced in value only if the following prerequisites are met:

1. Superintendents must recognize the scope of the potential of dormitory counselors to function as competent paraprofessionals who can make a major contribution to the growth and development of students.

2. Dormitory counselors must be employed who have the motivation and capacity to develop into competent paraprofessionals.

3. Inservice programs must be developed and implemented which are comprehensive, well-integrated, and continuing and which motivate counselor participation by involving them in program planning, in self-directed activities, and in practical and concrete learning experiences.

4. Salaries and career ladders which encourage paraprofessional growth must be made available to dormitory counselors.

V. Recommendations

The findings and conclusions of this study support the following recommendations:

1. Residential schools for the deaf should have well-planned, well-integrated programs of inservice education for their dormitory counselors.

2. The planning of these programs should utilize input from counselors, superintendents and other administrators, teachers, students, parents, and interested professionals, with an emphasis on counselor input.

3. The inservice programs offered to dormitory counselors should be geared to their varying and often deficient educational backgrounds and should offer increasing levels of opportunity for self-direction.

4. Superintendents and other administrators of residential schools for the deaf should recognize and begin to utilize the considerable potential of dormitory counselors for contributing to the education and development of students, especially in the areas of speech and language development.

5. The necessary salaries and career ladders should be provided to reduce counselor turnover and increase counselor motivation to participate in inservice education and to assume more complex and meaningful responsibilities.

6. CEASD should provide greater leadership for the administrators of residential schools for the deaf in the following areas: (1) counselor recruitment and selection, (2) the assessment of counselor performance, (3) the development of comprehensive programs of inservice

education for counselors, (4) the identification and the development of quality inservice education materials for counselors, (5) the recognition of the potential and the underutilization of counselors, (6) the development of sources of funding to increase the salaries of counselors and to establish quality inservice programs for them, and (7) the development of a career ladder for counselors.

The following recommendations for further study of the essential components of effective inservice programs for dormitory counselors are offered:

1. A study of the perceptions of dormitory counselors concerning the essential components of an effective inservice program for counselors should be conducted.

2. A similar study of the perceptions of administrators other than superintendents should be conducted.

3. The findings of these two studies should be compared to and contrasted with those of this study in order to develop a complete data base for understanding the expectations of the three major groups involved in the planning of inservice programs for dormitory counselors.

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APPENDIX

Characteristics of an Effective Program of Inservice Education for Dormitory Personnel in Residential Schools for the Deaf

Please answer the following questions to the nearest year:

How many years have you worked in the field of education of the hearing impaired? Item 64

How many years have you been a superintendent of a residential school for the hearing impaired? Item 65

How many years have you worked in educational programs not specifically serving handicapped students? Item 66

DIRECTIONS: To the left of each characteristic, indicate your opinion of its importance in an effective program of inservice education for dormitory counselors in residential schools for the deaf by circling a number from one to ten. A value of one indicates that the characteristic is not needed. A value of ten indicates that it is essential.

Example: An effective program of inservice education for dormitory counselors needs to....

Level of Importance

Low ... High

1 2 3 4 [✓ 5] 6 7 8 9 10 **1.** help counselors to develop skills in dealing with bedwetters.

I think that this characteristic is a moderately important one for an effective program of inservice education for dormitory counselors, so I have circled 5 to indicate the level of importance I think this characteristic has.

Please circle the number which indicates the level of importance you assign to each of the following characteristics of an inservice education program.

An effective program of inservice education for dormitory counselors needs to....

Level of Importance

Low ... High

1 2 3 4 5 6 7 8 9 10 **1.** help counselors to develop a better understanding of the school's academic and vocational programs.

1 2 3 4 5 6 7 8 9 10 **2.** help counselors to develop techniques for teaching students to dress appropriately in a variety of situations.

1 2 3 4 5 6 7 8 9 10 **3.** help counselors to develop techniques for teaching good manners.

1 2 3 4 5 6 7 8 9 10 **4.** help counselors to acquire better techniques for teaching homemaking skills.

1 2 3 4 5 6 7 8 9 10 **5.** help counselors to develop skills in supervising recreational activities for students.

1 2 3 4 5 6 7 8 9 10 **6.** help counselors to develop skills for aiding students in developing good speech.

1 2 3 4 5 6 7 8 9 10 **7.** help counselors to qualify for CEASD certification and/or upgrade their certification levels.

1 2 3 4 5 6 7 8 9 10 **8.** help counselors to develop some techniques for cooperating with classroom teachers.

1 2 3 4 5 6 7 8 9 10 **9.** help counselors to develop skills in teaching a respect for property.

1 2 3 4 5 6 7 8 9 10 **10.** help counselors to develop skills in planning recreational activities for students.

1 2 3 4 5 6 7 8 9 10 **11.** help counselors to develop a better understanding of the needs of vision-impaired deaf students.

1 2 3 4 5 6 7 8 9 10 **12.** help counselors to develop skills for improving relations between students and their parents.

1 2 3 4 5 6 7 8 9 10 **13.** help counselors to develop techniques for teaching time management skills.

1 2 3 4 5 6 7 8 9 10 **14.** help counselors to develop skills in teaching the understanding of human behaviors.

1 2 3 4 5 6 7 8 9 10 **15.** help counselors to understand how their jobs fit into the total system of the functions and operations of the school.

1 2 3 4 5 6 7 8 9 10 **16.** help counselors to develop skills in answering students' questions about sex.

1 2 3 4 5 6 7 8 9 10 **17.** help counselors to understand the process of speech.

1 2 3 4 5 6 7 8 9 10 **18.** help counselors to develop techniques for resolving conflicts among the students.

1 2 3 4 5 6 7 8 9 10 **19.** help counselors to develop a better understanding of all school policies.

1 2 3 4 5 6 7 8 9 10 **20.** help counselors to develop a better understanding of deaf-blindness.

1 2 3 4 5 6 7 8 9 10 **21.** help counselors to learn to use motivational techniques.

1 2 3 4 5 6 7 8 9 10 **22.** help counselors to learn more about post-secondary programs for the deaf.

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1 2 3 4 5 6 7 8 9 10 23. help counselors to apply basic concepts concerning the physica development of children.

1 2 3 4 5 6 7 8 9 10 24. help counselors to apply basic concepts concerning the cognitive development of deaf children.

1 2 3 4 5 6 7 8 9 10 25. help counselors to apply some basic speech-reading teaching techniques.

1 2 3 4 5 6 7 8 9 10 26. help counselors to develop a knowledge of hearing aids and their maintenance.

1 2 3 4 5 6 7 8 9 10 27. help counselors to apply principles of good parenting.

1 2 3 4 5 6 7 8 9 10 28. help counselors to learn to serve as good role models for the correct use of English.

1 2 3 4 5 6 7 8 9 10 29. help counselors to understand the psychology of deafness.

1 2 3 4 5 6 7 8 9 10 30. help counselors to develop skills in individualizing activities to meet the diverse needs of students.

1 2 3 4 5 6 7 8 9 10 31. help counselors to develop better techniques for teaching social skills.

1 2 3 4 5 6 7 8 9 10 32. help counselors to develop skills for making television viewing a learning experience for students.

1 2 3 4 5 6 7 8 9 10 33. help counselors to become skilled in the use of the sign language system used by the school.

1 2 3 4 5 6 7 8 9 10 34. help counselors to understand the causes of deafness.

1 2 3 4 5 6 7 8 9 10 35. help counselors to develop a better understanding of the school's discipline policies.

1 2 3 4 5 6 7 8 9 10 36. help counselors to understand some of the common problems which deaf adults encounter in the hearing world.

1 2 3 4 5 6 7 8 9 10 37. help counselors to develop skills for teaching good health habits.

1 2 3 4 5 6 7 8 9 10 38. help counselors to develop skills in teaching students to respect the rights of others.

1 2 3 4 5 6 7 8 9 10 39. help counselors to apply some basic speech therapy techniques.

1 2 3 4 5 6 7 8 9 10 40. help counselors to acquire the skills needed to teach an after-class course in sex education.

1 2 3 4 5 6 7 8 9 10 41. help counselors to understand the typical pattern of responses which hearing parents exhibit after learning that their child is deaf.

1 2 3 4 5 6 7 8 9 10 42. help counselors to develop a better understanding of the needs of mentally retarded deaf students.

1 2 3 4 5 6 7 8 9 10 43. help counselors to develop better skills for keeping required records on students.

1 2 3 4 5 6 7 8 9 10 44. help counselors to develop positive attitudes toward their jobs.

1 2 3 4 5 6 7 8 9 10 45. help counselors to understand the process of speechreading.

1 2 3 4 5 6 7 8 9 10 46. help counselors to learn more about relationships between deaf children and their hearing parents.

1 2 3 4 5 6 7 8 9 10 47. help counselors to develop skills for dealing effectively with parents.

1 2 3 4 5 6 7 8 9 10 48. help counselors to develop interpreting skills.

1 2 3 4 5 6 7 8 9 10 49. help counselors to learn more about the role of vocational rehabilitation counselors in helping the deaf.

1 2 3 4 5 6 7 8 9 10 50. help counselors to develop techniques for helping students to become more self-reliant.

1 2 3 4 5 6 7 8 9 10 51. help counselors to learn more about the careers open to deaf adults.

1 2 3 4 5 6 7 8 9 10 52. help counselors to develop techniques for teaching decision-making skills.

1 2 3 4 5 6 7 8 9 10 53. help counselors to develop a better understanding of the needs of orthopedically handicapped deaf students.

1 2 3 4 5 6 7 8 9 10 54. help counselors to develop better skills for teaching grooming skills.

1 2 3 4 5 6 7 8 9 10 55. help counselors to develop better skills for supervising study periods.

1 2 3 4 5 6 7 8 9 10 56. help counselors to develop skills in teaching students about the responsibilities of marriage and parenting.

1 2 3 4 5 6 7 8 9 10 57. help counselors to develop skill in using behavior reinforcement techniques.

1 2 3 4 5 6 7 8 9 10 58. help counselors to develop skills for teaching a variety of recreational skills.

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A well-planned program of inservice education for dormitory counselors will include....

1 2 3 4 5 6 7 8 9 10 59. the use of a variety of different types of presentations and teaching techniques during sessions offered to counselors.

1 2 3 4 5 6 7 8 9 10 60. input by the school's chief administrator as a part of the planning.

1 2 3 4 5 6 7 8 9 10 61. input by the counselors as a part of the planning.

1 2 3 4 5 6 7 8 9 10 62. input by the students as a part of the planning.

1 2 3 4 5 6 7 8 9 10 63. input by the teachers as a part of the planning.

If you would like a copy of the results of this survey, please check here ☐.

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TABLE XII

PREDICTION MODELS FOR SUPERINTENDENTS' VALUATIONS OF THE ITEM CATEGORIES BASED ON YEARS AND AREAS OF EXPERIENCE, 1982

Categories [a]	Models	R^2	$p < a$
Self-care Skills=	$33.329-.782(EHI)+.026(EHI)^2-.014(EAS)^2$	.25	.018
Communication Skills=	$38.888+.013(EHI)^2+.738(EOE)$	.22	.012
Child Development and Behavior Theories=	$52.925+.014(EHI)^2-.014(EAS)^2$	.26	.004
Social and Career Adjustment Skills=	$113.920+.023(EHI)^2-.044(EAS)^2$	.13	.074
Parental Concerns=	$28.201+.007(EHI)^2-.014(EAS)^2$	.11	.118
Disabilities Information=	$40.570-.728(EHI)+.028(EHI)^2$	.17	1.030
Recreation=	$29.213-.496(EHI)+.019(EHI)^2+.968(EAS)-.047(EAS)^2$	.39	.002
School Policies, Procedures and Functions=	$59.57+.015(EHI)^2+ 1.048(EOE)-.028(EOE)^2$	.31	.005
Inservice Program Planning Procedures=	$48.920-.768(EHI)+.024(EHI)^2-.015(EAS)^2-.015(EOE)^2$	.20	.102

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[a] predicted from respective models

VITA

Angela Crowe Fryer was born in Cleveland, Ohio and graduated from Oak Ridge (TN) High School. She received a B.A. degree from UTK in 1959. Her majors were Spanish and English, and her minors were public speaking and theater. After teaching English, public speaking, and various business subjects at the secondary and post-secondary levels, Mrs. Fryer became interested in the sign language of the deaf, learned it, and became one of the first classroom interpreters for the deaf employed at UTK. She later studied sign language teaching at Gallaudet College in Washington, D.C. and earned an M.S. degree in the Education of the Hearing Impaired from UTK in 1978.

Mrs. Fryer has worked with the mentally retarded, the emotionally disturbed, the autistic, the deaf, the deaf-blind, the blind, and the orthopedically handicapped. She participated in the White House Conference on the Handicapped, served on the Mayor of Knoxville's Advisory Council on the Handicapped and Elderly, was the first chairperson of the City of Knoxville's Subcommittee on Hearing Impairment, and has served as consultant to the State of Tennessee's Governor's Committee for Employment of the Handicapped, the Tennessee Task Force on Architectural Accessibility, and the 1982 World's Fair.